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ABSTRACT

This study involved all distributive education state supervisory and teacher education personnel in the United States, 48 distributive education teacher coordinators and 400 distributive workers at the entry, supervisory and management levels. Specific objectives were to determine: (1) basic beliefs concerning distributive education, (2) critical tasks of the distributive education teacher coordinator, (3) professional competencies needed to perform these tasks, and (4) technical competencies needed by the teacher coordinator to develop worker competencies. This document includes a philosophy of distributive education, critical tasks of the high school distributive education teacher coordinator, the professional and technical competencies needed, and a cross tabulation of competencies needed by selected distributive workers. Volume II, department stores, variety stores, (VT 005 974), Volume III, food stores, service station, wholesaling, (VT 005 975), and Volume IV, hotels-motels, restaurants, (VT 005 976) include the critical tasks of selective distributive workers, competencies needed to perform the tasks, and a cross tabulation of competencies needed by workers in selected categories of business. Volume V (VT 009 085) includes final reports of Phases II and III of the study. (MM)

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A COMPETENCY PATTERN APPROACH to CURRICULUM CONSTRUCTION in DISTRIBUTIVE TEACHER EDUCATION

Final Report of Research Project

Supported

By

U. S. Office of Education Grant No. OE-6-85-044

The Vocational Act of 1963. P. L. 88-210 Section 4(c)

Principal Investigator:

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December 31, 1967

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Volume I

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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December 31, 1967

The research reported herein was performed pursuant to a OE-6-85-044 grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

PREFACE

The report of the research project, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," is presented in four volumes.

Volume I includes a Philosophy of Distributive Education, the Critical Tasks of the High School Distributive Education Teacher-Coordinator, the Professional Competencies Needed to Perform the Critical Tasks, the Technical Competencies Needed to Develop Identified Competencies of Selected Distributive Workers and a Cross-Tabulation of Competencies Needed by Selected Distributive Workers. This volume also includes a selected bibliography, samples of inquiry forms, additional statistical ayalyses and profiles of participants in the study.

Volumes II, III and IV include the Critical Tasks of Selected Distributive Workers, Competencies Needed to Perform the Tasks, and a Cross-Tabulation of Competencies Needed by Workers in Selected Categories of Business. Special recognition is due to O. Rebecca Hawkins, Assistant Project Director, for the painstaking work she did in developing the materials for these volumes. The volumes are organized as follows:

Volume II : Department Stores
Variety Stores
Volume III: Food Stores
Service Stations
Wholesaling
Volume IV : Hotels/Motels
Restaurants

Research workers who are concerned with curriculum research regarding teacher education will find Volume I to be of particular interest.

Curriculum workers concerned with high school, post secondary and adult distributive education curriculums will find the data in Volumes II, III and IV to be helpful. For a complete report of the methods used in obtaining the data included in these volumes and for concepts and generalizations concerning marketing and economics, the reader should refer to Chapter V, Volume I.

ACKNOWLEDGMENTS

Many individuals and groups have contributed to this research study. For major contributions deep appreciation is expressed to:

* O. Rebecca Hawkins, Assistant Project Director, who is largely responsible for the development of the materials in the technical phase of the project.

* Warren G. Meyer, Professor, University of Minnesota, who has served as a consultant on every phase of the research. His assistance in the design of the project, in the analysis and interpretation of the data, and in the review of portions of the manuscript for this report has been of inestimable value

* Harland E. Samson, Professor, University of Wisconsin, who has served as consultant in the analysis and interpretation of the data.

* Rufus W. Beamer, Head of the Department of Education, Virginia Polytechnic Institute, who has been a source of inspiration and encouragement from the inception of the idea for the study through each phase of its development.

* Clyde Y. Kramer, Professor of Statistics, Virginia Polytechnic Institute, who provided assistance in the design of the research project and whose continuing counsel concerning the statistical analysis of the data has been invaluable.

* The Sears Foundation, whose small grant prior to the design of this project made it possible to explore a number of approaches to the problem considered in this study.

* The Committee of Consultants, whose names are listed on the inside of the front cover. The painstaking effort of each member of the Committee in providing assistance in structuring the statements of basic belief is gratefully acknowledged as a key factor in the construction of the philosophy which undergirds this research study.

* The members of the Distributive Advisory Committees and the Distributive Specialists, whose names are listed on the inside of the back cover, who gave valuable assistance in the technical phase of the study.

* James Bikkie, Teacher Educator, University of Nebraska; Ray Dannenberg, Teacher Educator, Western Michigan University; William B. Logan, Teacher Educator, Ohio State University (now President, Webber College); and William B. Runge, Teacher Educator, University of New Mexico, who evaluated the professional competencies needed by the high school distributive education teacher-coordinator.

* The distributive education state supervisory and teacher education personnel, who thoughtfully and creatively reacted to the statements of basic belief.

* The selected group of distributive education teacher-coordinators, teacher educators and state supervisors who participated in the in-depth study of the total job of the high school distributive education teacher-coordinator.

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SUMMARY OF THE PROJECT

Grant No. OE-6-85-044

Title: "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education"

Project Director: Lucy C. Crawford

Institution: Virginia Polytechnic Institute

Duration: September 25, 1965 - November 30, 1967

The Problem: The problem was to determine competencies needed by a high school distributive education teacher-coordinator to effectively conduct a distributive education program and then to determine the experiences to include in a teacher education program to develop these competencies. The approach to this problem was to construct a competency pattern for the job of the distributive education teacher-coordinator. The specific objectives of the study were (1) to determine the basic beliefs concerning distributive education; (2) to determine the critical tasks in the job of the distributive education teacher-coordinator; (3) to determine the professional competencies needed to perform these tasks; (4) to determine the technical competencies needed by the teacher-coordinator to develop competencies needed by workers to enter and advance in a distributive occupation.

Scope of the Study: The study involved all distributive education state supervisory and teacher education personnel in the United States and its territories; forty-eight distributive education teacher-coordinators selected because of their successful experience; and four hundred distributive workers at the entry, supervisory and management levels.

Methods: A variation of Q-methodology was used to determine the basic beliefs concerning all phases of the distributive education program. In-depth group interviews were used to determine the perceptions of selected distributive education state supervisors, teacher educators and teacher-coordinators concerning the critical tasks of the distributive education teacher-coordinator in relation to the philosophy of distributive education. Competencies needed to perform the agreed-upon tasks were drawn from the literature and evaluated by selected distributive teacher educators. Interviews were conducted with workers in 76 jobs in a two-step career continuum in seven categories of distributive businesses and with the supervisors of these jobs in order to determine the critical tasks of these workers. Competencies needed to perform these tasks were drawn from the literature, from personal experience of the investigators and from discussions with business leaders. The competencies were evaluated by selected specialists representing the distributive businesses studied and selected distributive education teacher educators. Technical teaching competencies based on the competencies needed by distributive workers were then identified and evaluated by selected distributive teacher educators. A Committee of Consultants and a Distributive Advisory Committee were used.

Pertinent Findings: There was a high degree of agreement among distributive education state supervisors, assistant supervisors and teacher educators regarding 96 basic beliefs concerning distributive education. These beliefs, as a philosophy of distributive education, form the theoretical structure for this research. The three groups who participated in in-depth group interviews regarding the critical tasks in the job of the teacher-coordinator rated 179 of the 187 tasks in the critical task card-sort as "critical." A total of 233 professional competencies were deemed necessary to effectively perform the agreed-upon critical tasks. These competencies are grouped around the following job functions: teaching, guidance, coordination, public relations and operation and administration. Technical teaching competencies (subject matter know-how), clustered around nine areas: advertising, communications, display, human relations, mathematics, merchandising, product and service knowledge, operations and management and selling were identified and evaluated. In addition, a set of concepts and generalizations concerning marketing and economic understandings have also been evaluated.

Values: The findings from this study should be of value to distributive education personnel at all levels, but especially to distributive teacher educators. The results not only provide a basis for curriculum decisions in distributive teacher education but provide content for several distributive education courses. Curriculum workers concerned with high school and post-secondary curriculum development will find the results of the job analyses of selected distributive jobs useful in curriculum construction. Personnel in other vocational fields should also find the results useful as a comparison with present and potential competency studies in these fields.

Further Research Planned: The construction of educational objectives to develop the professional and technical competencies needed by the distributive education teacher-coordinator is planned as Phase II of this research study. A national seminar to disseminate the findings of Phase I and Phase II of the study and to provide instruction by nationally recognized curriculum authorities on the process of curriculum construction has been proposed as Phase III of the study. In Phase IV of this study, the construction of a model distributive teacher education curriculum design based on the findings of this study will be undertaken.

Recommendations: Further research is needed to determine the best way to develop the competencies (professional and technical) needed by the distributive education teacher-coordinator to effectively conduct a distributive education curriculum. Answers to such questions as sequence of learning experiences, amount and kind of occupational experiences, amount and kind of student teaching experiences should be sought through experimentation. Curriculum research should be undertaken to determine the distributive education curriculum needed at the high school, post-secondary and adult levels to develop the technical competencies identified in this research. The immediate need is to construct and classify educational objectives to develop these competencies according to complexity. Since this study was limited to the job of the high school distributive education teacher-coordinator, similar studies should be made concerning the job of the post-secondary teacher-coordinator the state supervisor, the teacher educator and the adult instructor. The fourth step in this research, which identified and evaluated critical tasks and competencies needed by workers in 76 selected distributive occupations in seven categories of distributive business, should be replicated in other sections of the nation to ascertain whether or not there are sectional differences in competencies needed by these workers. In addition, depth research should be conducted concerning certain jobs not included in this research because these jobs are usually not available to high school students. Some of these jobs are those concerned with industrial selling, real estate and insurance selling and route selling. More research is needed in the wholesale field, since the research regarding wholesaling in this study is very limited. In the petroleum field, research is needed in all aspects of the business except for the service station, since this study considered only jobs in the service station in the identification and validation of critical tasks and competencies. Measuring instruments are needed to evaluate identified competencies of the distributive education teacher-coordinator and of the distributive workers included in this study.

CHAPTER I

INTRODUCTION

The Problem: In an attempt to determine competencies a distributive education teacher-coordinator needs in order to effectively conduct a distributive education program in a secondary school and then to determine the experiences to include in a teacher education program to develop these competencies a study, entitled "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," was begun in September, 1965. The research project was funded under Section 4(c) of the Vocational Education Act of 1963. The approach to this problem was to construct a competency pattern for the job of the distributive education teacher-coordinator which may be used as the basis of curriculum construction and program procedure.

Background of the Problem: Staffing a distributive education program of the magnitude envisioned by the President's Panel of Consultants on Vocational Education and by Congress, as revealed in the Vocational Education Act of 1963, is a task of staggering proportions. Beaumont has predicted that the distributive education program may increase over seven-fold. The need for training additional teachers has quickened the interest of colleges and universities in offering distributive teacher education. Some states are establishing distributive teacher education in two or more institutions. Thus, from the standpoint of the number of persons to be educated for distributive education positions and from the point of view of the number of schools to be engaged in preparing distributive educators, the need is great. Even more important to the development of the distributive education field than the increasing number of teacher education institutions and the students enrolled therein is the quality of teacher education the students receive. The need for sound research on which to base curriculum decisions prompted this study.

Definition and Explanation of Terms: Definitions of eighteen terms concerning the distributive education program are found in Table 4 of Chapter II. Other terms as they are used in this study are:

Competency Pattern: A structural arrangement of professional and technical competencies needed by the distributive education teacher-coordinator to effectively perform critical tasks that are consistent with the philosophy of distributive education. The elements of the competency pattern are:

a. Philosophy: Basic beliefs regarding definitions, aims and objectives, guidance, coordination, curriculum, operation and administration, and teacher education.

b. Critical Tasks: Identifiable units of behavior that will accomplish a desired purpose that isessential to the on-going distributive education program.

c. Professional Competencies (Professional Know-How): The knowledges, understandings, skills and attitudes necessary to perform agreed-upon critical tasks.

d. Technical Teaching Competencies (Technical Know-How): The knowledges, understandings, skills and attitudes necessary to develop the technical competencies needed by distributive workers.

Competencies:

Knowledge: The recall of specifics and universals, the recall of methods and processes and the recall of a pattern.

Understanding: The power to make experience intelligible by applying concepts and theories; the comprehension of ideas and the ability to use abstractions in particular and concrete situations.

Skill: A rather high level of mental ability; the ability to use one's knowledge effectively and readily in execution of performances; the ability to analyze, synthesize and evaluate. (Emphasis on mental skills, but may include psychomotor skills)

Attitude: A mental position, a feeling or an emotion toward a fact or state; a predisposition to act in a certain way; a state of readiness that influences a person to act in a given manner.

Review of Related Research: A review of literature and research was made to examine studies related to competency and to consider research methodology which might be used in the design of this research project. A bibliography of references used in the developmental phase of the four steps of the study is found in Appendix A. Some of the studies of special significance to the design of this study are cited here.

Studies related to teacher competency have been made in each of the vocational and practical arts areas: Street (1953) , who participated in the Southern States Cooperative Program in Educational Administration, developed a competency pattern for the area of industrial arts. The following excerpt from Street's dissertation had a profound influence on the design for this study:

> The findings of this investigation are relevant to the improvement of educational programs in general, and to teacher training programs more specifically. Competency is basic to the construction of a curriculum for teacher education. Out of such a consideration of desired competency come the aims, objectives, and learning experiences which constitute a valid program of teacher training. Competency is (or should be) basic to any state plan for teacher certification, and to be certificated, the prospective teacher must need demonstrate a required degree of competency. Furthermore, adequate descriptions of the desired competencies are basic to all in-service programs designed to facilitate teacher growth. In like manner, evaluation of teacher growth, and teacher upgrading in terms of state certification and salary schedule, must be related to the achievement of a higher level of professional competence. For these reasons, teacher training institutions should be evaluated in terms of adequate programs designed to equip teachers with the needed elements of competency.

Walsh (1958) made an inventory of teacher competencies in Trade and Industrial Education by submitting a list of 107 competencies, refined by 46 experts, to successful teachers, state and local supervisors, and teacher educators. The findings from the study indicated that the list of competencies was a valid one. From the list of 107 items, 3 were rated "most important" and 94 "very important". There was a high degree of association between ratings of the 107 competencies by the three groups: teachers, supervisors, and teacher educators.

Beamer's study, "Reconstruction of the Undergraduate Professional Courses in Agricultural Education at the University of Tennesse" (1956) is an excellent example of the reconstruction of a curriculum based on findings from research. This study was limited to the professional courses in the curriculum, but Beamer recommended that similar studies be made in relation to technical and general education. Through interviews and questionnaires, Beamer defined the job of the teacher of vocational agriculture, gathered data on the importance of certain abilities in teaching vocational agriculture, and obtained evidences of strengths and weaknesses in the professional training of teachers of vocational agriculture.

In studying competencies critical to the homemaking teacher, Luehning (1954) constructed an instrument to discern the degree to which a given teacher possessed these competencies. The procedure used was as follows:

> Through interview and re-interviews with 60 leaders in the field of homemaking education 22 traits were deemed to be objective, valid, comprehensive, and to have a bearing on the issue. In order to conform to the criteria personality factors were ruled out. An instrument composed of five parts was used. A small sample of ten homemaking teachers was used in obtaining ratings which required an average of 15 hours for each teacher subject.

Kessell (1956) studied the critical requirements for Secondary School Business Teachers through the use of the critical incidents technique. He obtained critical incident data through personal interviews with fifty secondary school administrators and fifty business teachers randomly selected from an area within a fifty-mile radius of Madison, Wisconsin. The findings indicated that school administrators attached as much importance to the non-instructional aspects of the business teacher's position as to the instructional duties; that business teachers appeared to be more concerned with their instructional than with their non-instructional responsibilities; and that such factors as sex, age, salary, preparation, teaching experience and business experience did not significantly affect the business teacher's effectiveness or ineffectiveness in handling problems.

Samson (1964) determined the critical requirements for the performance of secondary school distributive education teacher-coordinators through the use of an adaptation of the critical incidents technique. Four groups reported critical incidents: Student learners, supervising school administrators, faculty members, and training sponsors associated with 31 state-approved distributive education programs at Iowa public high schools. A total of 1548 critical incidents producing 1574 critical behaviors were collected. These behaviors were classified into six categories: Student Discipline and Control, Direction of Club Program and Projects, Administration and Operation of the Program, Instructional Activities, Coordination, and Personal and Professional Relationships. Within these six categories, a total of 127 critical requirements (77 effective and 50 ineffective) were developed.

The competency pattern was originally conceived and developed by the Southern States Cooperative Program in Educational Administration. This group, whose major purpose was the improvement of preparation programs for educational administration, was a part of a $3,400,000 nation-wide research project financed largely by the W. K. Kellogg Foundation. Members of the group considered three previous efforts to organize the elements of competency into patterns: Richards' Formula; the Critical Incidents Technique; and the Job Analysis Technique. To the good features of these approaches this group added the dimension of the basic theory underlying the job of the educational administrator.

Appropriateness of the Competency Pattern to the Project: The fact that the competency pattern has been applied to a number of different jobs in educational administration and in the area of industrial arts and that it has proved useful as a basis for experimentation and testing in the field of educational administration made it appear that it would prove equally applicable to the field of distributive education.

Methodology: Logan found the use of what he termed a "Primary Development Committee" extremely helpful in refining a tentative list of principles of operating an in-school distributive education program before this list was submitted to an Evaluating Committee.

Tennyson's study, "An Analysis of the Professional Guidance Positions of Certified Secondary School Counselors in Missouri," illustrates an in-depth study of a job "as it is" and "as it ought to be". Tennyson developed a universe of 300 statements concerning the job of the professional guidance counselor. He mailed a questionnaire to 152 counselors in Missouri and later made personal visits to 29 of the participants. These 300 items were divided into 5 basic areas of counselor assistance to (a) students, (b) teachers, (c) administrators, (d) parents and community, and (e) research. Tennyson asked each respondent to identify functions that he performed and his perception of whether he should perform these same functions. He also asked the respondents to note the time they "now spend" on the various responsibilities and functions and the time they "ideally should spend". Two open-end questions were included regarding the responsibilities which restrict usefulness and functions and responsibilities not included in the questionnaire.

Tennyson's study made it possible for Schmidt, Lund, and Soldahl to use the Q-sort in further studies of the secondary school counselor's position.

This investigator felt that since data regarding the distributive education teacher-coordinator's job had not been quantified, it was more appropriate in this study to use card-sorts without the forced-choice distribution required in Q-methodology. The items in the card-sorts were structured, in that an hypothesis was built into each item.

Design of the Study: A feature of the over-all design of this research was the use of two advisory committees, two reactor groups and a group of local resource personnel. A Committee of Consultants, composed of nationally recognized experts in the field of distributive education, distribution, and school administration assisted in the development of the statements of basic beliefs that form the philosophy of distributive education underlying this research. Selected members of this committee reviewed statements of critical tasks and competencies, evaluated the physical construction of the instruments, and reviewed the interpretation of the findings. The names of the members of this committee are listed inside the cover of this report.

A Distributive Advisory Committee, composed of nationally recognized authorities in personnel management, served as consultants for the technical phase of the study. The Distributive Advisory Committee was composed of seven sub-committees, representing the seven categories of distributive business selected for study. Members of these sub-committees assisted in identifying entry and career jobs studied in Step IV of the research. They also reviewed the interview guides used in the structured interviews. Selected members of the Distributive Advisory Committee, paired with a distributive teacher educator, evaluated the tentative list of competencies needed by distributive workers and the list of technical competencies (subject matter know-how) needed by distributive education teacher-coordinators. The names of the Distributive Advisory Committee members and Technical Specialists are listed on the inside of the back page of this report. Two reactor groups were used. Reactor Group I was composed of all state supervisory and teacher education personnel included on the U. S. Office of Education Directory, October 1965; Reactor Group II was composed of 48 teacher-coordinators, 8 teacher educators and 8 state supervisors carefully selected according to a criteria.

A group of local resource personnel from Virginia Polytechnic Institute provided assistance throughout the study and especially during the developmental phase of the research. Teacher educators from each of the vocational services reviewed statements of basic beliefs to insure their consistency with widely accepted principles of vocational education. An educational psychologist reviewed the list of professional competencies for accuracy, appropriateness and comprehensiveness.

Procedures: Since the procedures varied, the procedures for each step will be given in detail in the chapter of the report describing that step of the research.

Pertinent Findings: The findings of this research study are reported in Chapters II - V. In Chapter II, ninety-six basic beliefs concerning definitions, aims and objectives, guidance, coordination, curriculum, administration and teacher education are presented as a philosophy of distributive education, which serves as a theoretical structure on which this research is erected. In Chapter III, the perceptions of selected teacher-coordinators, state supervisors and teacher educators regarding the job of the distributive education teacher-coordinator show a high degree of correlation among the three groups of distributive education personnel. The 179 critical tasks agreed upon by the three groups are reported in terms of their relative importance. The tasks are clustered around the following job functions: teaching, guidance, coordination, public relations, operations and administration, and total school program. The actual and ideal percentage of time devoted to the above functions indicates the need for more time to be spent on coordination and less time on administration and total school program. The reaction of the participants to the question concerning jobs that impede the work of the distributive education teacher-coordinator further reveals the concern that such activities as supervising study halls, bus duty, record keeping, etc., hamper the professional activities of the distributive education teacher-coordinator. In Chapter IV, the professional competencies needed to perform the agreed-upon critical tasks are reported as knowledges, understandings, attitudes, and skills. The professional competencies include 93 in the teaching function; 28 in the guidance function; 37 in the coordination function; 30 in the public relations function; and 44 in the administration function. Competencies needed to perform the critical tasks in the total school program are included in the other functions.

Chapter V includes the technical teaching competencies (subject matter know-how) deemed necessary for the distributive education teacher-coordinator to develop competencies needed by workers to enter and advance in a distributive occupation. These competencies are grouped into nine competency areas identified as the subject matter areas of the distributive education curriculum. The areas are: selling, advertising, display, merchandising, and operations and management (marketing competencies); product and service technology; human relations (social skills); and communications and mathematical skills related to distributive occupations (basic skills). In addition there is a list of concepts concerned with marketing and economic understandings which are considered basic to careers in distribution. The technical teaching competencies are based on data concerning critical tasks and competencies needed by workers in 76 selected jobs in seven categories of distributive business. A cross-tabulation of the competencies needed by these workers is found in Chapter V . Data concerning the tasks in the individual jobs and the competencies to perform these tasks are found in Volumes II - IV.

Summary: In this research project, a competency pattern for the job of the distributive education teacher-coordinator has been developed by constructing four elements of the pattern: (1) a philosophy of distributive education; (2) critical tasks in the job of the distributive education teacher-coordinator; (3) professional competencies needed to perform the critical tasks; (4) technical competencies needed by the teacher-coordinator to develop competencies needed by workers to enter and advance in a distributive occupation. The construction of a competency pattern accomplishes the objective of the first phase of the study and provides a basis for further consideration of the problem of determining experiences which should be included in a teacher education program. Further research is planned concerning this aspect of the problem.

This report represents the thoughtful and creative reactions of distributive education state supervisory and teacher education personnel from the several states; the reactions of a purposive sample of distributive education teacher-coordinators, teacher educators and state supervisors; the views of selected distributive employees, supervisors and managers; and the careful deliberations of a Committee of Consultants and a Distributive Advisory Committee.

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CHAPTER II

A PHILOSOPHY OF DISTRIBUTIVE EDUCATION

Introduction

A unique feature of the competency pattern approach to curriculum construction is the philosophical foundation on which other elements of the pattern are structured. The first step in this research was to construct a philosophy of distributive education which would serve as a foundation not only for this research project but for what is hoped will be a chain of research to follow.

A philosophy of distributive education is but part of larger and more inclusive philosophies. As the researchers in educational administration have pointed out, a philosophy of education and any of its sub-divisions must be consistent with the entire area of social living. Hoving, in The Distribution Revolution, defines America's goal in this way: "The true goal of the American way of life is the creating of a self-educated and spiritually oriented people." The goals of secondary education, proclaimed in the Seven Cardinal Principles of education and redefined in several more recent documents of the American Association of Public School Principals, indicate that education accepts its responsibility in helping individuals to reach the goals of this democracy. Vocational education has been recognized as an important segment of secondary education and has its distinct role to play in furthering the aims of secondary schools. Since distributive education, as a part of vocational education, is an integral part of the total school program, a philosophy of distributive education must be consistent with the goals of the secondary school program, of vocational education and with the ideals of an American Democracy.

The Problem: The problem in the first step of the study was to construct a philosophy of distributive education by validating a set of basic beliefs concerning definitions, aims and objectives, guidance, coordination, curriculum, administration and teacher education.

DESIGN OF THE STUDY

A variation of Q-methodology was used to provide a basis for constructing a philosophy of distributive education to serve as a theoretical foundation for this study. A universe of statements of basic beliefs was formulated and tested in the form of a card-sort.

Statements of basic beliefs were drawn from the literature and research in distributive education and vocational education;[1] from speeches at national clinics and professional meetings; from conferences with selected leaders, including distributive education specialists in the United States Office of Education; and from personal experience of the investigator. These statements were mailed in the form of a questionnaire[2] to a Committee of Consultants composed of four experts in distributive education, a specialist in distributive education from the United States Office of Education, a state director of vocational education, a merchant and a school administrator. For Committee consideration, the beliefs were organized into categories (definitions, aims and objectives, guidance, coordination, curriculum, administration and teacher education.) The members of the Committee reviewed the statements in terms of clarity, scope and soundness. They also added any statements they felt were needed to make the list comprehensive.

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[1] See Appendix A for references used in the development of Basic Beliefs.

[2] See Appendix B, Excerpt from Questionnaire to Committee of Consultants.

A questionnaire composed of a universe of statements concerning purposes and practices of vocational education was also mailed to the Committee of Consultants for their reactions. A tentative list of purposes and practices of vocational education was developed by H. W. Sanders, former head of the Vocational Education Department at V.P.I., from twenty-six pieces of literature, with special attention to current literature.[3] At a meeting of the Committee of Consultants held in Blacksburg, Virginia, in September 1965, the revised statements of basic beliefs concerning distributive education were carefully considered. At this time the Committee also selected the most important purposes and practices of vocational education from the universe of statements previously submitted to them.

The investigator then used this list of purposes as a cross-reference to determine whether or not the statements of objectives in the Basic Beliefs of Distributive Education were consistent with the purposes of Vocational Education. The list was also helpful in determining whether or not the list of basic beliefs regarding the total program of distributive education was complete.

The statements of basic beliefs were again revised and resubmitted by mail to the Committee of Consultants. After a final revision each of the 96 statements was printed on a 3" x 4" card to form a Basic Belief card-sort. To avoid the possibility of reaction to the category rather than to the belief, the category, such as "definitions," was not indicated on the card. However, the cards concerning each category were assembled consecutively in the deck. This structured card-sort represented a set of hypotheses, which, if accepted, would become the theoretical foundation upon which the other elements in the competency pattern would be based. Each participant was also mailed a Profile Questionnaire.[4]

Population: The Basic Belief card-sort, with answer sheet, was mailed to the entire population of distributive education state supervisors; assistant, area, and/or district supervisors; and teacher educators as listed on the United States Office of Education Directory of October, 1965. This Reactor Group I, sometimes referred to as the Leadership or Leadership Group, was composed of the following sub-groups:

Sub-Group A	State Supervisors	N = 53
Group B	Assistant, Area or District Supervisors	N = 57
Group C	Teacher Educators	N = 62

Data and Instrumentation: Each respondent was directed to sort the cards into the following piles:

1	2	3	4	5
Agree	Partially Agree	Neutral	Partially Disagree	Disagree

The respondent could arrange the cards as often as he liked, with no restriction on the number of cards in each pile. When the respondent was satisfied with his sorting, he recorded his answers on the answer sheet. On the cards which he placed in the "partially agree," "partially disagree," or "disagree" piles, he wrote comments clarifying the reason for the disagreement. The respondents also completed a "Profile" to give demographic information which might be helpful in interpreting the results.

Returns: The exceptionally high percentage of returns on this national mail distribution is indicative of the interest and concern of those having active responsibility for the distributive education program. Table 1 shows the percentage of returns by the three sub-groups of Reactor Group I. Only the returns of those who completed in full both the reactions to the Basic Belief card-sort and the Profile were considered usable.

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[3] See Appendix A for references used in development of list of purposes and practices of vocational education.

[4] Profile Questionnaire, Appendix B.

TABLE 1

NUMBER AND PERCENTAGE OF RETURNS OF REACTIONS TO BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION AND PROFILES OF THE RESPONDENTS

	Number*	Basic Belief Reactions Returned	%	Profiles Returned	%	Individuals Returning Both Instruments No.	%
State Supervisors	53	51	96.2	51	96.2	49	92.5
Assistant State Supervisors	57	50	87.7	51	89.5	49	86.0
Teacher Educators	62	58	93.5	61	98.4	55	88.7
Total Number	172	159	92.4	163	94.8	153	89.0

*The total number in each category listed in the Directory of the United States Office of Education, October 1965, with the exception of 3 listed as state directors and 2 assistant supervisors who changed jobs.

ANALYSIS AND INTERPRETATION OF FINDINGS

One hundred fifty three state supervisory and teacher education personnel responded to the ninety six statements of Basic Beliefs concerning Distributive Education as it ought to be and submitted a Profile. As a measure of the degree to which they agreed with each of these statements of belief, their responses were assigned numeric values on a 5-point scale[5] and the arithmetic average of these values was computed for each statement. An average of 1.0 would mean total agreement while an average of 5.0 would mean total disagreement. Although the largest average for any of the ninety six statements of belief was only 1.9, the numerous comments by the reactors provided a basis for revision of a number of the statements. Selected members of the Committee of Consultants reviewed the tentative revision of the statements, after which a further revision was made. It was decided to re-submit twelve cards about which the comments showed concern and on which the arithmetic average was greater than 1.50. Guided by the returns from the reaction to this re-submission, a final revision of these twelve statements was made.

In the interest of ascertaining the relative degree of agreement among the three sub-groups of respondents, Spearman's rank order correlation coefficient, corrected for tied ranks, was used for comparing the sub-groups pairwise and Kendall's coefficient of concordance was utilized as a measure of the over-all agreement of the three sub-groups. These coefficients were computed for each of the seven categories of beliefs and for all categories combined. The coefficients of concordance are listed in Table 2 and the rank order correlation coefficients are presented in Table 3.

In veiw of the magnitude of these coefficients, it is evident that the three sub-groups of respondents did substantially agree in regard to the statements of belief.

Although, as previously explained, the beliefs were not originally submitted in categories to Reactor Group I, the report of the analysis and interpretation of the findings is organized so that beliefs are grouped in the following categories: definitions, aims and objectives, guidance, coordination, curriculum, administration and teacher education.

Tables 4 - 10 show each belief as it has been revised and the composite mean of degree of agreement when the statements were originally submitted.

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[5] The numeric values assigned were: 1-agree, 2-partially agree, 3-neutral, 4-partially disagree, and 5-disagree.

TABLE 2

COEFFICIENTS OF CONCORDANCE OF REACTIONS OF STATE SUPERVISORS, ASSISTANT STATE SUPERVISORS AND TEACHER EDUCATORS TO BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION

Categories of Belief	Coefficients of Concordance
Definitions	0.78**
Objectives	0.67*
Guidance	0.81**
Coordination	0.81*
Curriculum	0.87*
Organization and Administration	0.87**
Teacher Education	0.95**
Composite of 96 Items	0.85**

*Represents significance at the 5% level.

**Represents significance at the 1% level.

TABLE 3

RANK ORDER CORRELATIONS OF REACTIONS OF STATE SUPERVISORS, ASSISTANT SUPERVISORS AND TEACHER-EDUCATORS TO BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION

Categories of Beliefs	Rank Order Correlation Coefficients		
	State Supervisors and Ass't State Supervisors	State Supervisors and Teacher Educators	Ass't State Supervisors and Teacher Educators
Definitions	0.76**	0.63**	0.62*
Objectives	0.45	0.31	0.77*
Guidance	0.81**	0.65*	0.69*
Coordination	0.57	0.58	0.97**
Curriculum	0.81*	0.71	0.88**
Organization and Administration	0.83**	0.79**	0.82**
Teacher Education	0.88**	1.00**	0.88**
Composite of 96 Items	0.80**	0.74**	0.77**

See Appendix C for ranking of items by the three respondent groups.

*Represents significance at the 5% level.

**Represents significance at the 1% level.

TABLE 4

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING DEFINITIONS

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
00	That distributive education is a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions.	1.04
01	That distributive education, as a vocational program, offers instruction in marketing, merchandising, related management and personal development.	1.27
02	That distributive occupations are those occupations followed by persons engaged primarily in the marketing or merchandising of goods and services, at both management and non-management levels.	1.08
03	That a distributive education teacher-coordinator is a member of the local school staff who teaches distributive and related subject matter to students preparing for employment and coordinates classroom instruction with on-the-job training or with occupationally oriented learning activities of students. He is responsible for the distributive education program in the school. His responsibilities for adult distributive education may vary.	1.37

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

TABLE 4 (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
	Definitions	
04	That the distributive education cooperative plan is an organizational pattern of instruction which involves regularly scheduled part time employment and which gives students an opportunity to apply classroom learnings in practive. It enables them to develop occupational competencies through training on jobs related to their distributive occupational interests.	1.33
05**	That the distributive education project plan is an organizational pattern of instruction which involves a series of selected learning activities or projects related to the field of marketing, merchandising and management and which are related to a student's occupational interests.	1.61
06	That distributive education preparatory instruction, whether under the project plan or as part of the cooperative plan, is instruction which prepares youth or adults for entry and advancement in a distributive occupation or in an occupation requiring distributive competencies.	1.31
07**	That distributive education supplementary instruction is instruction for distributive workers wishing to refresh, update or upgrade competencies needed in their distributive employment. It is usually provided on a part time basis.	1.53
08	That coordination is the process of organizing, developing and maintaining effective relationships among all groups involved in the distributive education program to the end that the student receives the best possible preparation for a career in distribution.	1.40

**See Appendix E for percentage of agreement after resubmission.

TABLE 4 (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
	Definitions	
09	That the cooperative method in distributive education is a means by which an organized sequence of on-the-job learning experiences to develop competencies related to each student's distributive occupational interest is correlated with classroom instruction.	1.21
10	That in distributive education participating experiences are learning experiences which focus on activities of distributive occupations and decision-making situations in distribution.	1.35
11	That the project method is a means by which classroom instruction is correlated with a series of group and/or individually designed learning activities and projects related to a student's occupational interest.	1.39
12**	That a project in the distributive education project plan is a combination of organized classroom and community learning activities related to an individual's distributive occupational interests. The length of time to complete the project depends upon the ability of the individual learner.	1.60
13	That a distributive occupational objective is a current career goal, selected by the student, the preparation for which is the purpose for his vocational instruction in distribution and marketing.	1.32
14	That Distributive Education Clubs of America is a youth organization providing a program of activities which complements and enriches distributive curriculums.	1.31
15**	That an advisory committee for distributive education is a group of persons representative of both the school and the business community which gives recommendations that may be used for the development and improvement of the distributive education program. School representatives are ex-officio members.	1.53

TABLE 4 (continued)

Card Number	Belief Statement Definitions	Composite Mean of Degree of Agreement*
16	That a training sponsor is the person in a distributive organization designated to be responsible for training and supervising the distributive education student on his job. He works directly with the D.E. coordinator.	1.39
17	That a training station is the place of employment of the distributive education student where he receives on-the-job training and supervision by his employer and/or training sponsor.	1.17

TABLE 5

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING AIMS AND OBJECTIVES

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
18	That preparation for gainful employment and for advancement in distributive occupation is the primary goal of the distributive education program.	1.28
19	That the distributive education program should engender an understanding and appreciation of the American private enterprise system as a cornerstone of the American Democracy.	1.08
20	That the distributive education program should foster an awareness of the civic, social and moral responsibilities of business to society.	1.10
21	That the distributive education program should encourage and promote the use of ethical standards in business and industry.	1.06
22	That the distributive education program should should stimulate the student's interest in his chosen distributive occupational field by providing an understanding of the opportunities it offers him to be a contributing member of society.	1.10
23	That the distributive education program should prepare distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers intelligently, efficiently and pleasantly.	1.18
24	That the distributive education program should provide training that results in increased efficiency in distribution and marketing.	1.11
25	That the distributive education program should contribute to the improvement of the techniques in distribution and marketing.	1.23
26	That the distributive education program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical and educational developments, and adapt to such changes.	1.20
27	That the distributive education program should advance the objectives of the total educational program.	1.24
28	That the distributive education program should strive to develop among employers, employees and consumers a wider appreciation of the value of specifically trained personnel in distribution.	1.22

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

TABLE 6

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING GUIDANCE

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
29	That a primary goal of each D. E. teacher-coordinator's guidance activities should be the growth and adjustment of individual students in relation to their occupational interests in distribution and marketing.	1.48
30**	That each distributive education student should have a distributive occupational interest if he is to give his best effort in learning technical skills and knowledges and in making occupational adjustments.	1.61
31	That all applicants for the distributive education program should be carefully considered to assure the inclusion of those students who can and sincerely wish to profit from instruction.	1.27
32	That in selecting training stations for distributive education students, every effort should be made to select those most likely to provide occupational and educational opportunities in keeping with the students' capabilities, interest and goals.	1.08
33	That distributive education students should be provided continuous assistance in securing the knowledge, skills and attitudes needed in making adequate choices, plans and interpretations essential to satisfactory adjustment in the distributive occupations.	1.17
34	That each distributive education student is a unique person intellectually, socially, emotionally and physically and should be treated individually according to his capacities and interests.	1.20
35	That cooperative effort should be made to detect and modify conditions that interfere with the distributive education student's advantageous use of his educational and occupational opportunities.	1.25

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

**See Appendix E for percentage of agreement after resubmission.

TABLE 6 (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
	Guidance	
36**	That a distributive education student should determine for himself, with the assistance of guidance resources available, the point at which he should cease his formal education--at high school, post-high school or college level.	1.64
37	That many youth need supervised occupational experience as well as correlated instruction in the skills, knowledge and attitudes of their occupations in order to make them more intelligent and productive participants in economic life.	1.42
38	That students who are selected to enter the distributive education cooperative classes potentially should be able to represent the school in a satisfactory manner when in contact with business people of the community and the customers they serve.	1.42
39	That each student enrolled in distributive education should be made fully aware of the opportunities and careers in distribution and marketing that are available to him.	1.14
40	That distributive education students should be counselled periodically by teacher-coordinators, employers and guidance counselors concerning progress towards their occupational objectives.	1.11
41	That the distributive education program should provide guidance and vocational counseling for adults needing training or re-training for occupations in distribution and marketing.	1.44
42	That individual student records should be kept by the distributive education teacher-coordinator in cooperation with the student as evidence of progress and competencies achieved either through projects completed or through occupational experiences.	1.15

TABLE 7

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING COORDINATION

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
43	That coordination is the activity which unites all components of the program and without which the distributive education program at any educational level cannot be considered vocational.	1.44
44	That the amount of time which distributive cooperative students spend on the job should be realistically appraised so that they will have time and energy to master the other subjects in which they are concurrently enrolled.	1.18
45**	That the amount of time which distributive cooperative students spend in school and on the job should be regularly appraised so that the combined time for school and work does not usually exceed the normal work week.	1.60
46	That training sponsors of distributive education cooperative students should be oriented to their responsibilities in providing real-life learning experiences for students on the job. This includes periodic evaluation of the students' occupational experience.	1.39
47**	That coordinators should be employed by the school system for a sufficient period of time before and after the regular school year so that they may fulfill all of the responsibilities of the job.	1.84
48	That effective coordination activities provide an opportunity for the teacher-coordinator to help keep his occupational knowledge up to date.	1.20
49	That students in the project plan should have, whenever possible, employment experiences which are coordinated and evaluated in terms of students' occupational interests.	1.39
50	That coordination is primarily an instructional technique involving individual students. It also includes other activities of a community's distributive education program, such as public relations, research and certain aspects of guidance.	1.26

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale; 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

**See Appendix E for percentage of agreement after resubmission.

TABLE 8

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING CURRICULUM

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
51	That the major portion of distributive education curriculum content is derived from functions of marketing.	1.68
52	That distributive education curriculums should include, in addition to functions of marketing, the area of personal development including human relations and occupational adjustment; the application of skills in mathematics and communications to distribution; appropriate product or service technology; and basic economic understandings.	1.11
53	That DECA, the youth organization for high school and post-secondary school students, should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job. It also provides opportunities to acquire additional competencies, such as leadership and social skills.	1.34
54	That vocational instruction in distribution and marketing should be based primarily on the local needs and trends in marketing, merchandising and related management. However, it should also take into account state, national and world trade as well as such things as family mobility and occupational relocation.	1.42
55	That the development of competencies in distributive occupations involves both individual and group instruction.	1.04
56**	That in most distributive occupations judgment, human relations and communication skills are predominant while manual skills are frequently less important.	1.67
57	That distributive education should provide for correlation with other subject areas such as English, social studies, economics, mathematics and art, as well as with subjects in other vocational fields.	1.22
58	That the areas of study concept of distributive education curriculums provides for a flexibility in curriculum organization that makes the depth of instruction depend on occupational objectives and competencies needed by individual students and on their abilities.	1.32

**See Appendix E for percentage of agreement after resubmission.

*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

TABLE 9

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING ADMINISTRATION

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
59	That distributive education should be an integral part of the public school system.	1.24
60	That distributive education should serve the needs of both the individual student and the business community.	1.12
61	That the administrative pattern and exercise of controls for administration of distributive education should be flexible in order to serve the diversified needs of individuals and distributive businesses.	1.41
62	That the cooperation of the professional staff at local, state and federal levels is essential to the optimum accomplishment of the goals of the distributive education program.	1.05
63	That the distributive education program should include preparatory (both cooperative and non-cooperative) and supplementary instruction offered in high school, post-high school and adult courses.	1.22
64	That the distributive education program should include instruction for both youth and adults who have a career objective in the field of distribution and who can profit from the instruction.	1.07
65	That the distributive education program should provide a continuum of educational opportunity that allows individuals to refine or redirect their occupational objectives.	1.06
66	That the project plan in distributive education should be provided in those school systems where the need for occupational training cannot be met effectively through the cooperative plan or where there is need for occupational training in addition to that provided by the cooperative plan.	1.37
67	That vocational instruction for adults should be available for the entire spectrum of management and non-management employees in distributive occupations at various levels of responsibility from entry through management.	1.24

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree;5-disagree.

TABLE 9 (continued)

Card Number	Belief Statement Administration	Composite Mean of Degree of Agreement*
68	That supervised occupational experiences should be provided for as many distributive education students as possible.	1.41
69	That the distributive education program should reflect training needs and employment opportunities as evidenced by resources such as community surveys, business census and labor force reports, and advisory services.	1.11
70	That distributive education for disadvantaged youth requires special planning and articulation with the regular high school and post-high school distributive education offerings.	1.32
71	That a comprehensive high school should include a program of distributive education.	1.40
72**	That distributive education should be available both to high school graduates and those who did not complete high school.	1.70
73	That a Distributive Education Advisory Committee should give advice in planning, developing and evaluating the program in each community.	1.44
74	That distributive education should cooperate with other vocational services in planning instructional programs for those occupations which cut across fields, each service providing the instruction in which it specializes.	1.14
75	That criteria for evaluation of the distributive education program should be tentatively established during the planning stage and that the criteria should be revised periodically.	1.43

**See Appendix E for percentage of agreement after resubmission.

TABLE 9 (continued)

Card Number	Belief Statement Administration	Composite Mean of Degree of Agreement*
76	That periodic follow-up studies of distributive education graduates and drop-outs is essential to the evaluation of the effectiveness of the distributive education program.	1.10
77	That each state and territory should charge leadership personnel with specific responsibilities for the further development and improvement of the distributive education program.	1.09
78	That participating experiences are essential if the project plan is to be a worthwhile vocational experience.	1.45
79	That the project plan requires that time be allowed in the teacher's schedule to identify, direct and evaluate projects and participating experiences contributing to each student's occupational objective.	1.30
80	That the project plan requires that time be arranged in the student's schedule to identify, develop and evaluate competencies achieved through projects related to his occupational objective.	1.36
81	That because of individualized instruction and the nature of the behavioral outcomes desired, the size of the distributive education class is an important factor.	1.13
82	That because of the learning outcomes desired and the demands of program management, the distributive education teacher-coordinator should have more time than the average teacher to plan, prepare and coordinate instruction.	1.37
83	That specially designed classroom facilities are highly desirable for the in-school distributive education instructional program.	1.41

TABLE 9 (continued)

Card Number	Belief Statement Administration	Composite Mean of Degree of Agreement*
84	That audio-visual materials are highly desirable for good classroom instruction in distributive education.	1.17
85	That preparatory training should be available to out-of-school youth and adults seeking to enter, re-enter or re-train for employment in distribution and marketing.	1.10
86	That distributive education personnel should carry on such research as is needed to provide information relating to the distributive education program.	1.27

TABLE 10

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING TEACHER EDUCATION

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
87	That distributive education teacher-coordinators need specialized training both as teachers of marketing and as coordinators of cooperative and project training.	1.20
88	That distributive education student teachers should have student teaching experience in a distributive education program under the supervision of an experienced, well-qualified distributive education teacher-coordinator.	1.21
89	That distributive education personnel at every level should be currently occupationally knowledgeable in distribution.	1.25
90	That in a changing world of distribution it is essential that both content and teaching methods in distributive education be kept up-to-date.	1.01
91	That both group and individual instruction should be used in the in-service training of distributive education personnel.	1.07
92**	That the distributive education teacher-coordinator should participate in the adult education program whenever possible, thereby creating a more favorable training environment for cooperative students and increasing their own occupational knowledge.	1.72
93**	That teacher-coordinators should return to a distributive occupation at intervals when occupational updating is needed and advisable.	1.57
94**	That teacher education certification requirements should permit the distributive education program to capitalize on the availability of potential teaching personnel with a variety of abilities and backgrounds, provided standards are not lowered.	1.36
95**	That teacher education for post-secondary instructional personnel should include advanced study in a distributive field or in a distributive function.	1.83

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

**See Appendix E for percentage of agreement after resubmission.

The revised statements of basic beliefs found in Tables 4 - 10 reflect the thinking of the large majority of the leadership in distributive education throughout the nation. A summary of the demographic information concerning the members of the leadership group, referred to as Reactor Group I, found in Appendix D, shows the wide range of education and experience of the participants. The thoughtful comments which were submitted along with a rating to indicate the degree of agreement with each statement made it possible to construct a philosophy of distributive education which reflects the considered opinions of the leadership in distributive education.

SUMMARY AND IMPLICATIONS

The Problem: The problem in the first step of the study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," was to construct a philosophy of distributive education by constructing and validating the basic beliefs regarding Distributive Education as it ought to be.

The Procedure: A variation of Q-methodology was used to construct the philosophy. Statements of basic belief were carefully structured by the investigator, with repeated reviews by a Committee of Consultants. A Basic Belief card-sort composed of 96 statements, each of which was an hypothesis, was then constructed and tested.

Major Findings: Since 89 per cent of the members in Reactor Group I, composed of the leadership in the several states and territories, returned both the Basic Belief card-sort and a Profile, the findings from this step of the research project represent the opinions of the vast majority of distributive education state supervisors, assistant supervisors and teacher educators. The rating of each belief by the respondents provided a basis on which to determine the degree of agreement on each basic belief and the numerous comments noted on the backs of the cards made it possible to further refine the statements. Most of the comments are reflected in the revised statements found in Tables 4 - 10.

The Major Findings were:

1. There were few statistically significant differences of opinion among the three respondent groups in Reactor Group I, composed of state supervisors, assistant state supervisors and teacher educators in the several states and territories regarding the basic beliefs concerning distributive education: the definitions, aims and objectives, guidance, coordination, curriculum, administration and teacher education.

2. The respondents in Reactor Group I had a very high degree of agreement on 83 of the 96 statements of belief. On 13 statements, there was a disagreement ranging from 1.51 to 1.83. On one of these statements, (card 51), the suggested revisions would have duplicated the statement on card 52, so this statement was not re-submitted. When the remaining 12 statements were re-submitted, the response from 87.1 per cent of the group indicated a high degree of agreement on 9 of the 12 statements. On three of the statements the degree of disagreement ranged from 31.0 per cent to 36.1 per cent, but the numerous comments explaining the reason for disagreement made it possible to revise these three cards to satisfy the concern of the leadership group.

3. The 96 statements of basic belief, as presented in Tables 4 - 10, form the theoretical foundation for this study and become the first element in a competency pattern for the job of the distributive education teacher-coordinator. Theoretical singular propositions were tested in the structured card-sort. The high degree of agreement of the members of Reactor Group I and the high degree of agreement among the three sub-groups on each of the categories of belief made it possible to construct a philosophy which reflects the deliberative opinions of the leadership in distributive education throughout the nation. Some concepts about which there is continuing concern will be found in Appendix G.

Implications: These findings have implications for all phases of the distributive education program and should have a bearing on other vocational education fields as well. The fact that the vast majority of the leadership in distributive education has agreed upon definitions, aims and objectives, curriculum, guidance, coordination, administration and teacher education as applied to this field indicates that the philosophy of distributive education expressed in these findings can serve as a theoretical structure on which not only this research but related research can be erected.

Research workers in other vocational fields may find a comparison of the philosophy of agricultural education, business education, home economics education, and industrial education with the philosophy of distributive education of value both from the standpoint of content and from the method used in the construction of the basic beliefs. Distributive teacher educators can use the findings as a major source of material for the course in organization and administration of distributive education. Distributive Education administrators--national, state and local--should find the philosophical statements helpful in interpreting the program to the public.

Basic Beliefs regarding distributive education should become an important segment in any consideration of a philosophy of vocational education.

The objectives, as identified and tested in this study, should serve as a guide for all phases of the distributive education program. It should be possible to derive specific teaching objectives from the broad program objectives.

Curriculum workers at every level of the distributive education program can use the findings regarding basic beliefs of distributive education as a step toward a curriculum theory.

In Chapter III the critical tasks in the job of the high school distributive education teacher-coordinator in relation to the philosophy of distributive education are considered.

CHAPTER III

CRITICAL TASKS IN THE JOB OF THE DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR

Purpose: The purpose of the second step of the research study was to determine the critical tasks in the job of the high school distributive education teacher-coordinator in relation to the philosophy of distributive education. The high school teacher-coordinator is considered to have the basic job in the heirarchy of jobs in distributive education. With the exception of the job of the adult specialist, all other distributive education jobs require the competencies of the high school teacher-coordinator in addition to competencies needed by the specific job. In the Competency Pattern concept, the philosophy of distributive education constructed in Step I of the study provides the foundation on which the other elements of the Pattern are built. The specific objective of Step II. was to construct the second element in the Competency Pattern by determining the critical tasks in the job of the D.E. teacher-coordinator in line with the philosophy of distributive education.

DESIGN FOR THE STUDY

The investigator made a depth study of the job of the distributive education teacher-coordinator by conducting group interviews of 2 days duration in 11 test centers. The 64 participants included state supervisors, teacher educators and teacher-coordinators in a ratio of 1 state supervisor and 1 teacher educator to each 6 teacher-coordinators. To familiarize the participants with the philosophy of distributive education a Basic Belief card-sort was mailed to each participant in advance of the group interviews. At each designated test center the participants met for a series of structured interviews. Before the interviews began, the investigator devoted approximately 3 hours to a discussion of the philosophy of distributive education as agreed upon by members of Reactor Group I, composed of 172 state supervisory and teacher education personnel from the several states. The job of the D.E. teacher-coordinator was being studied from a standpoint of what it ought to be in relation to the philosophy underlying this research. The group interviews were then conducted through the use of the D.E. Teacher-Coordinator Professional Critical Task card-sort. The card-sort was developed as follows: A list of 514 tasks was drawn from the literature, from reports from 50 Virginia Polytechnic Institute D.E. student teachers over a 2-year period, and from personal experience of the investigator. These tasks were then combined into hypotheses of critical tasks. Each critical task was printed on a small card (3 1/2" x 2 5/8") on which the function in which the task was classified was also noted. A set of 227 cards made up the Professional Critical Task card-sort. Of this number 40 were statements of teaching objectives which were treated separately in the statistical analysis. The remaining 187 cards were the basis for the statistical analysis in Step II.

Population and Sample: Participants in this phase of the research were referred to as Reactor Group II, which was composed of the following sub-groups:

State supervisory personnel	N=8
Teacher education personnel	N=8
Teacher-coordinators	N=48

Each of six states was invited to furnish six D.E. teacher-coordinators, one D.E. teacher educator and one representative of D.E. state supervisory personnel. The remaining participants were chosen by the investigator from a list of "at large" nominees furnished by the U.S. Office of Education. In the six selected states the state supervisor was asked to select six teacher-coordinators who met the following criteria:

Two years of successful experience as a full-time distributive education teacher-coordinator
Evidence of excellence in teaching
Effectiveness of coordination
Achievement of graduates
Recognized effectiveness of business and professional relationships

A selected state had the privilege of including a local supervisor in its quota of successful teacher-coordinators if the local supervisor's experience as a teacher-coordinator had been in the last three years. The U.S. Office of Education used the same criteria in nominating distributive education personnel "at large."

The selection of the 6 states was made in the following way: On a basis of a careful study of the Digest of Annual Reports of State Boards for Vocational Education, 1962; Statistical Abstract of the United States, 1964; and Education for a Changing World of Work, a list of 24 states was prepared. The 24 states represented large, medium-size and small states and were representative of rural and industrial states. However, the basis of selection was the status of the distributive education program in the state. The basis of selection of the 24 states included: number of schools offering distributive education high school cooperative programs in relation to total number of secondary schools; proportion of population age 15-19 enrolled in distributive education high school programs; high school enrollment, adult enrollment and number of teacher positions in distributive education. The investigator discussed the selection of 6 states from the list of 24 states with the distributive education specialists and the Director of the Occupations Branch in the U.S. Office of Education. The criteria for final selection of six states included the following:

(1) Full time state supervisor for distributive education.

(2) Teacher educator available to participate in the study. (Teacher in either summer or regular session)

(3) Program in state well-balanced: high school, adult, DECA.

The following six states were selected to be invited to furnish participants for this phase of the study: Arizona, Florida, Ohio, Pennsylvania, Virginia and Washington. Participants "at large" included representatives from the following states: Colorado, Georgia, Idaho, Illinois, Iowa, Michigan, Minnesota, Nebraska, New Mexico, North Carolina, North Dakota and Tennessee.

A profile of the members of Reactor Group II is included together with the profile of members of Reactor Group I in Tables 37 through 63 in Appendix D .

Data and Instrumentation: Since the participants represented a wide variety of organizational patterns and different sized communities, the following definitions and explanations were given before the interviews began:

(1) The distributive education teacher-coordinator teaches distributive and related subject matter to students preparing for employment and coordinates classroom instruction with on-the-job training or individually designed learning activities. He is responsible for the distributive education program in the school. His responsibilities for adult distributive education may vary.

(2) For the purpose of this research the job includes all of the tasks that a teacher-coordinator would perform if he were the only local distributive education person in the community.

(3) Critical Tasks: Identifiable units of behavior that will accomplish a desired purpose that is essential to the ongoing distributive education program.

The directions for the sorting of the cards and for completion of the four answer sheets were given orally by the investigator. The procedure was as follows:

> First Assignment: Participants sorted cards in the Critical Task card-sort into five piles along a continuum from "least important" to "most important." They then noted on the back of the cards any suggestions for re-wording the statements of tasks. After recording the sorting on an answer sheet, the participants arranged the cards by the function printed on the card in preparation for the next assignment.
>
> Second Assignment: Participants were asked to determine the percentage of time (annually) they actually spent on each of the following functions in the job of the D.E. teacher-coordinator: teaching, guidance, coordination, public relations, administration and total school program. State supervisors and teacher educators were instructed to estimate the actual time they felt the average coordinator in his state spent on these functions. Participants were then requested to indicate the percentage of time the typical D.E. coordinator (defined in the first assignment) ideally should spend in relation to the Basic Beliefs of Distributive Education.
>
> Third Assignment: Participants were asked to list critical tasks not included in the Critical Task card-sort and to note the rank of importance (1-least important ... 5-most important).
>
> Fourth Assignment: Participants were asked to list tasks they at that time performed which, in their opinion, limited them in carrying out the job of the D.E. teacher-coordinator in terms of the Basic Beliefs. They were instructed to check whether the task was required or volunteered. State supervisors and teacher educators were instructed to include tasks that coordinators in their states performed which they felt limited the coordinators from carrying out the job of theD.E. coordinator as it ought to be.

Detailed directions and answer sheets are found in Appendix B.

ANALYSIS AND INTERPRETATION OF FINDINGS

In the first sorting of the Professional Critical Task card-sort, the 8 state supervisors, 8 teacher educators and 48 teacher-coordinators rated the statements of critical tasks regarding the importance of the task on a 5-point scale (5-most important; 1-least important). The arithmetic average of the values assigned by the respondents in each group and the composite average of the three groups were computed for every statement. The composite mean is a weighted mean in order to give equal consideration to the 8 teacher educators and 8 state supervisors as compared to the 48 teacher-coordinators. The composite average of the three groups showed that of the entire list of 187 critical tasks, 59 were rated as "most important" (over 4.50); 104 as "very important" (3.50-4.49); 16 as "important" (2.50-3.49); 7 as "less important" (1.50-2.49); one as "not important" (1.49 or under). Respondents were instructed not to consider the function into which a task had been categorized by the investigator in this sorting, since there was no restriction on the number of items to be placed in the five piles. After the composite mean degree of importance for each item had been determined, the tasks were then grouped into previously determined job functions and the rank order of importance determined within each of the following functions: teaching, guidance, coordination, public relations, operation and administration, and total school program.

In order to determine the relative degree of agreement among the three sub-groups of respondents, Spearman's rank order correlation coefficient, corrected for tied ranks, was used for comparing the sub-groups pairwise and Kendall's coefficient of concordance was utilized as a measure of the overall agreement of the three sub-groups. These coefficients were computed for each of the functions in the job of the D.E. teacher-coordinator and for all the functions combined. The coefficients of concordance are listed in Table 11.

It was expected that there might be a divergence of opinion regarding the job of the D.E. teacher-coordinator when the job was perceived by the supervisor, who establishes the position; by the teacher educator, who teaches what the job "ideally should be"; and by the teacher-coordinator, who experiences the realities of the job each day. However, an analysis of the responses showed a high degree of agreement of the sub-groups. The coefficient of correlation of the three groups on all items was 0.86 and coefficients on the individual job functions ranged from 0.80 to 0.93. The investigator felt that the discussion of philosophy prior to the sorting of cards to determine relative importance of tasks and the emphasis on making a judgment in terms of the agreed-upon beliefs account for the high degree of agreement of the three groups. Since the three sub-groups were in such close accord, composite responses of the three groups are reported in the text. The rank ordering of the tasks by the three sub-groups is found in Table 30-36, Appendix C .

In Tables 12 - 17 , the relative importance which the 8 state supervisors, 8 teacher educators and 48 teacher-coordinators placed on critical tasks concerned with teaching, guidance, coordination, public relations, operation and administration, and total school program is given. Tasks were rated on a 5-point scale, 5 being "most important"; 1 being "least important." The responses were organized into the following categories: "most important" (4.50 or over), "very important" (3.50-4.49); "important" (2.50-3.49); "less important" (1.50-2.49); "not important" (1.49 or under). Of the 48 teaching tasks 20 were rated "most important"; 23 were rated "very important"; and 5 were rated "important," showing that all 48 of the teaching tasks were considered "critical". Of the 25 guidance tasks, 10 were rated "most important"; 13 were rated "very important"; and 2 were rated "important," indicating that all 25 guidance tasks were considered "critical."

TABLE 11

DEGREE OF AGREEMENT AMONG THE RESPONDING GROUPS AS MEASURED BY SPEARMAN'S COEFFICIENT OF RANK CORRELATION AND KENDALL'S COEFFICIENT OF CONCORDANCE

	Spearman Supervisors and Educators	Spearman Supervisors and Coordinators	Spearman Educators and Coordinators	Kendall Coefficient of Concordance
Teaching Tasks	0.84	0.88	0.80	0.89
Guidance	0.78	0.75	0.89	0.87
Coordination	0.67	0.68	0.76	0.80
Public Relations	0.79	0.73	0.87	0.86
Operation and Administration	0.59	0.70	0.80	0.80
Total School Program	0.86	0.91	0.91	0.93
All Items	0.76	0.79	0.81	0.86
Teaching Objectives	0.55	0.78	0.65	0.77

*Kendall's coefficient compares the three groups simultaneously whereas Spearman's coefficient compares them pairwise.

Of the 39 coordination tasks, 17 were rated "most important"; 22 were rated "very important"; and 2 were rated "important," showing that all 39 coordination tasks were considered "critical." Of the 29 public relations tasks, 6 were rated "most importnat"; 22 were rated "very important"; and one was rated "important," showing that 29 tasks were considered "critical." Of the 33 operations and administration tasks, 5 were rated "most important"; 24 were rated "very important"; and 4 were rated "important," showing that all 33 administrative tasks were considered "critical." Of the 13 tasks related to the total school program, 1 was rated "most important"; 2 were rated "very important"; 2 were rated "important"; 7 were rated "less important"; and 1 was rated "not important." Only 5 of this group were rated "critical." It should be noted that the tasks which were rated of less importance were tasks that the respondents in a subsequent response indicated impeded the teacher-coordinator in accomplishing the goals of the distributive education program. The importance of the teacher-coordinator's relationship with the total school program is indicated in a number of statements classified in other job functions. The four statements considered "critical" in the function "relation to total school program" will be incorporated into other job functions when the critical tasks are considered in determining competencies.

TABLE 12

RELATIVE IMPORTANCE WHICH THE RESPONDENTS PLACED ON CRITICAL TASKS CONCERNED WITH TEACHING

Rank Order of Importance	Critical Tasks Teaching	Composite Mean of Degree of Importance*
	Critical Tasks Rated "Most Important"	
1.5	Relates classroom instruction to on-the-job situations or experiences.	4.98
1.5	Makes periodic coordination visits to businesses employing students enrolled for the purpose of gathering illustrative material.	4.98
3	Uses a variety of teaching techniques in classroom instruction for interest and effectiveness.	4.93
4	Recognizes individual differences of students.	4.91
6	Plans and develops teaching plans-with assignments, tests, and examinations -tailored to individual and group needs, for D.E. classes sufficiently in advance to maximize teaching effectiveness.	4.84
6	Makes clear, definite, purposeful assignments to D.E. students.	4.84
6	Strives to help each student understand the content of lessons taught.	4.84
8	Provides students a number of participation experiences to develop the competencies needed to enter and advance in their chosen distributive occupations.	4.82
9	Has students give sales talks and demonstrations in class and has students suggest methods of improvement.	4.79
10	Provides instruction and experience that will measure the students' attitudes, initiative, ability and insight.	4.77
11.5	Selects and procures reference texts and other instructional material for preparing lesson plans and for students' use.	4.73

*Degree of importance on a 5-point scale: 5 - "most important"; 1- "least important."

TABLE 12 (continued)

Rank Order of Importance	Critical Tasks Teaching	Composite Mean of Degree of Importance
11.5-----	Provides instruction to develop competency in one or more of the marketing functions to persons enrolled in distributive education classes.	4.73
13-------	Participates in the preparation, development, evaluation and revision of course outlines and subject materials for the high school D.E. classes.	4.70
14-------	Sets up, develops and maintains effective resource files.	4.68
15-------	Conscientiously evaluates work done by students.	4.61
16-------	Prepares each student for initial employment and/or advancement as quickly as student's development allows.	4.59
17-------	Up-dates teaching material and information through reading of current trade journals and other periodicals.	4.58
18-------	Brings qualified managers, supervisors and other outside speakers into the classroom for demonstrations, observations and talks on special class topics.	4.57
19-------	Develops in each student safe work habits, pride in his job, pride in himself and a desire for advancement through additional skills and knowledge.	4.56
20-------	Prepares daily lesson plans including objectives, content, methods and assignment.	4.51
	Critical Tasks Rated "Very Important"	
21-------	Stimulates creative thinking through group and individual planning of projects and other activities.	4.45
22.5-----	Decides upon and arranges for interesting and instructive field trips when this experience will best achieve a particular objective.	4.44
22.5-----	Keeps adequate records for each individual student as evidence of competencies achieved either through projects completed or through occupational experiences.	4.44

TABLE 12 (continued)

Rank Order of Importance	Critical Tasks Teaching	Composite Mean of Degree of Importance
24.5------	Guides students in selection of appropriate individual projects related to the fields of marketing, merchandising and management.	4.42
24.5------	Maintains a library of periodicals in the field of distribution for pupil use.	4.42
26--------	Encourages students to contribute materials, information and teaching aids from their contact with these items in their training stations.	4.40
27--------	Uses DECA contests and activities as a teaching tool in developing competencies and in stimulating interest and developing a competitive attitude.	4.38
28.5------	Establishes and maintains in the classroom an atmosphere wherein cooperative planning and working may take place.	4.36
28.5------	When necessary, provides individual instruction for students.	4.36
30--------	Follows established school grading and record-keeping systems.	4.35
31--------	Cooperates with other vocational teachers, instructing in programs where both D.E. and other vocational services are involved.	4.30
32--------	Develops the problem-solving skill through the use of applicable cases.	4.23
33--------	Personally instructs adult classes when qualified to do so or secures and supervises adult instructors for the program.	4.19
34--------	Prepares an individual training plan for each student.	4.18
35--------	Evaluates the effectiveness of students' training and prepares periodic progress reports to be sent to parents of trainees.	4.15
36--------	Adjusts, when possible, outside assignments to the advantage of the student with regard to his schedule and proper use of library and other school services.	4.14
37.5------	Helps student locate materials, literature and information needed to successfully complete a project.	4.04
37.5------	Encourages role playing in the classroom for practice in applying information learned.	4.04

TABLE 12 (continued)

Rank Order of Importance	Critical Tasks Teaching	Composite Mean of Degree of Importance
39------	Prepares or secures audio and visual materials and devices needed for effective instruction.	3.97
40------	Provides an opportunity for students to conduct research on market functions and/or products.	3.88
41.5----	Encourages students to arrange with local merchants to borrow merchandise for use in display and selling demonstrations.	3.72
41.5----	Enlists the aid of special teachers to help students with individual problems. (Remedial reading, English, School Social Worker)	3.72
43------	Provides students with suggested list of possible projects related to various career goals in distribution.	3.63
	Critical Tasks Rated "Important"	
44------	Organizes and teaches short-term training courses for employment during the Christmas season, spring and summer.	3.47
45------	Assumes responsibility for securing training materials for adult classes.	3.38
46------	Organizes and conducts pre-employment classes for graduating students.	3.36
47------	Provides information concerning training films, books, trade journal articles of a specific nature and other training aids to interested employers.	3.31
48------	Uses the D.E. student-of-the-year contest as a "Standard of Excellence" by which each student's leadership development can be measured.	3.01

TABLE 13

RELATIVE IMPORTANCE WHICH THE RESPONDENTS PLACED ON CRITICAL TASKS CONCERNED WITH GUIDANCE

Rank Order of Importance	Critical Tasks	Composite Mean of Degree of Importance*
	Critical Tasks Rated "Most Important"	
1--------	Helps students with problems connected with the job.	4.95
2--------	Works cooperatively with guidance counselors and other guidance personnel.	4.89
3--------	Arranges and conducts interviews with prospective students to assure the inclusion of those students who can and sincerely wish to profit from instruction.	4.86
4--------	Develops an overall guidance plan for recruiting, selecting, counseling and placing of students that will provide for growth and adjustment of individuals in relation to employment opportunities in distribution and marketing.	4.83
5--------	Keeps in close contact with the outcome of all student job interviews.	4.80
6--------	Attempts to fit the right student to the right job situation.	4.72
7--------	Secures facts from permanent records and other reliable sources to use for counseling interviews with students.	4.66
8--------	Helps set up job interviews for students with training agencies	4.65
9--------	Familiarizes the student body with the Distributive Education Program.	4.64
10-------	Advises students of qualifications necessary for success in different selling or distributive occupations.	4.55
	Critical Tasks Rated "Very Important"	
11-------	Familiarizes the parents of interested students with the Distributive Education Program.	4.49

*Degree of importance on a 5-point scale: 5 - "most important"; 1- "least important."

TABLE 13 (continued)

Rank Order of Importance	Critical Tasks Guidance	Composite Mean of Degree of Importance
12-------	Counsels students periodically concerning progress toward their occupational objectives.	4.46
13-------	Assesses the interest and ability of students to assure the inclusion of those students who can and sincerely wish to profit from instruction.	4.44
14-------	Conducts follow-up study of each D.E. student at periodic intervals to determine his progress toward his career goal.	4.43
15.5-----	Advises students of possible career goals and job progressions in distribution.	4.40
15.5-----	Strives to show students the need for continuing their education.	4.40
17-------	Stimulates student's interest in distributive and marketing occupations, helping him develop and determine his occupational objectives.	4.36
18-------	Keeps students aware of opportunities and careers available to them in marketing and distribution.	4.34
19-------	Identifies post high school training available and appropriate for further education.	4.29
20-------	Informs students of institutions offering training in distribution.	4.03
21-------	Helps students with problems connected with furthering their training and education beyond the high school level.	3.99
22-------	As much as possible, helps students with problems in other related activities or refers them to appropriate agency.	3.90
23-------	Emphasizes the importance of academic courses in addition to the students' technical courses for better personality development.	3.88
	Critical Tasks Rated "Important"	
24-------	Consults with faculty members regarding students'readiness for occupational experiences.	3.44
25-------	Counsels adults needing training or retraining in distribution and marketing.	3.02

TABLE 14

RELATIVE IMPORTANCE WHICH THE RESPONDENTS PLACED ON CRITICAL TASKS CONCERNED WITH COORDINATION

Rank Order of Importance	Critical Tasks	Composite Mean of Degree of Importance*
	Critical Tasks Rated "Most Important"	
1 -------	Helps students understand the relationship of classwork to on-the-job training.	4.97
2 -------	Emphasizes that the D.E. program is an educational program, not a work program.	4.94
3 -------	Makes coordination visits regularly to training station supervisors.	4.89
4 -------	Confers with students about progress reports and attempts to solve any problems that may be evident.	4.80
5 --------	Makes regular coordination visits to training stations to observe students.	4.77
6 -------	Selects training agencies which offer opportunities for students to develop and advance toward a career objective.	4.71
7 -------	Endeavors to discover strengths of every student on the job and in the classroom.	4.68
8 --------	Selects training agencies which have been checked by the coordinator for reliability.	4.60
9 -------	Selects training agencies which have been checked by the coordinator for suitability.	4.59
10 ------	Commends training sponsor periodically for his efforts in aiding student with training.	4.57
11 ------	Considers the needs of the employer and his customers as well as the student in recommending students for employment.	4.56
12 ------	Plans cooperatively with each student his learning activities, combining on-the-job training with related classroom instruction.	4.55

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*Degree of importance on a 5-point scale: 5-"most important"; 1-"least important."

TABLE 14 (continued)

Rank Order of Importance	Critical Tasks Coordination	Composite Mean of Degree of Importance
13.5 ------	Instills in the sponsor the awareness of the opportunity to share in the education of today's young people.	4.54
13.5 ------	Determines training sponsor's attitude toward training students enrolled in the D.E. program.	4.54
15 --------	Sees that all students in the cooperative program are employed as soon as they evidence readiness.	4.53
16.5-------	Advises students regarding social security card.	4.52
16.5-------	Determines with the training sponsor where the students need special training.	4.52
	Critical Tasks Rated "Very Important"	
18--------	Encourages students to secure training materials and product information from training stations whenever possible.	4.48
19--------	Endeavors to discover the weaknesses of every student on the job and in the classroom.	4.46
20 -------	Schedules projects and/or participating experiences for students where additional training is needed and is not provided by the cooperative plan.	4.40
21 -------	Plans with student and employer a list of work activities that will contribute to the student's occupational interests.	4.33
22 -------	Provides supervised occupational experiences to students in the non-cooperative plan when the students are ready for such experiences and when appropriate experiences are available.	4.32
23 -------	Formulates policy with the principal regarding standards to be maintained for students in the cooperative program.	4.28
24 -------	Helps employer assign qualified personnel to be directly responsible for students' training on the job.	4.27
25 -------	After conferences with the student, his employer and his parents, reassigns the student to a different training station if circumstances indicate justification of job change.	4.23

⑧

TABLE 14 (continued)

Rank Order of Importance	Critical Tasks Coordination	Composite Mean of Importance
26.5	Notes trends in various phases of business operation through conferences with businessmen.	4.22
26.5	Advises students regarding work permits.	4.22
28	Notes trends in various phases of business operation through observation.	4.11
29	Assists in securing part-time employment experiences for students in the non-cooperative program when the student is ready for such experiences.	4.04
30	Confers with employer about minimum hours and pay scale for employee.	4.03
31	Arranges special career-related projects for cooperative students who are temporarily unemployed at a regular training station.	3.99
32	Works with training sponsor in adjusting working schedule for students if necessary to provide better training.	3.98
33	Learns individual management and training policies of each training agency along with organizational structure and other employee policies.	3.85
34	Keeps an accurate record of all visits.	3.78
35	Encourages training sponsors to give individual attention to full-time employment of student learners after graduation from high school.	3.60
36	Investigates tardiness and absence cases.	3.57
37	Serves as a consultant and a source of information to local retail merchants.	3.50
	Critical Tasks Rated "Important"	
38	Collects weekly production report from each cooperative student.	3.40
39	Advises and informs store sponsors of new labor laws.	3.07

TABLE 15

RELATIVE IMPORTANCE WHICH THE RESPONDENTS PLACED ON CRITICAL TASKS CONCERNED WITH PUBLIC RELATIONS

Rank Order of Importance	Critical Tasks	Composite Mean of Degree of Importance*
	Critical Tasks Rated "Most Important"	
1 --------	Sets an example of ethical standards in business and professional relationships.	4.94
2 --------	Sets an example of personal work habits and character which student workers will be proud to follow.	4.90
3 --------	Sees that businessmen, lay people and fellow teachers and administrators are acquainted with distributive education.	4.85
4 --------	Supports the efforts of the American Vocational Association.	4.65
5 --------	Keeps informed of development of distributive education on the state level.	4.61
6 --------	Maintains a close working relationship with faculty members.	4.53
	Critical Tasks Rated "Very Important"	
7 --------	Keeps informed on technical advances and new methods in marketing and distribution by reading professional publications.	4.49
8 --------	Maintains a close working relationship with local school administrators.	4.44
9 --------	Supports efforts of other professional organizations related to distributive education.	4.42
10.5------	Maintains a close working relationship with other vocational departments to make work plans and solve common problems.	4.40
10.5------	Joins and participates in meetings and activities that will improve personal professional development.	4.40

*Degree of importance on a 5-point scale: 5 - "most important"; 1- "least important."

TABLE 15 (continued)

Rank Order of Importance	Critical Tasks Public Relations	Composite Mean of Degree of Importance
12	Serves actively on faculty and local education committee.	4.35
13	Supervises or prepares news articles for delivery to local news media.	4.33
14	Enrolls in extension or summer school classes for professional development as need arises.	4.32
15	Participates in the local merchants' association and the chamber of commerce.	4.28
16	Keeps informed on the development of distributive education on the national level.	4.23
17	Participates in local community functions as a community leader.	4.16
18	Keeps the school principal informed about progress of the program.	4.15
19	Takes part in extra-curricular activities and other school duties as time permits.	4.04
20.5	Maintains active membership in local education association.	4.00
20.5	Maintains active membership in state education association.	4.00
22	Keeps the local superintendent informed about progress of the program.	3.97
23	Attends trade meetings, exhibits, demonstrations and conferences.	3.90
24	Serves on Guidance Committee for local school.	3.81
25	Helps with school administrative duties especially when emergencies arise.	3.80
26	Maintains active membership in National Education Association.	3.77
27	Supervises and assists students in preparing bulletin boards and exhibits for classroom, fairs, etc.	3.65
28	Prepares news articles for trade and professional media.	3.50
	Critical Tasks Rated "Important"	
29	Visits other schools and observes their vocational programs.	3.13

TABLE 16

RELATIVE IMPORTANCE WHICH THE RESPONDENTS PLACED ON CRITICAL TASKS CONCERNED WITH OPERATION AND ADMINISTRATION

Rank Order of Importance	Critical Tasks	Composite Mean of Degree of Importance*
	Critical Tasks Rated "Most Important"	
1.5 -------	Insures that the Advisory Committee understands the purpose and objectives of the D.E. program.	4.65
1.5 -------	Makes plans and preparation for participation in District and State Leadership Conferences.	4.65
3 ---------	Secures the approval of the superintendent for the appointment of a D.E. Advisory Committee composed of representatives of a cross-section of distributive businesses in the community.	4.54
4 ----------	Prepares necessary school reports in performance of in-school duties and a summary report of D.E. activities at the end of the school year and sends to responsible persons.	4.53
5 --------	Provides training facilities for high school and adult classes by going through proper administrative channels.	4.52
	Critical Tasks Rated "Very Important"	
6 -------	Maintains supervision of all club money and fund-raising activities.	4.49
7--------	Presents requisition for additional physical equipment and supplies to responsible persons and uses the new equipment to advantage.	4.46
8 -------	Sets an objective or goal at the beginning of each year for club, high school and adult work.	4.44
9 -------	Reports to the Advisory Committee on the progress, success and problems of the D.E. program.	4.42
10 ------	Conducts placement surveys to locate and develop training stations and to determine the number of new employees needed each year.	4.37

*Degree of importance on a 5-point scale: 5 - "most important"; 1- "least important."

TABLE 16 (continued)

Rank Order of Importance	Critical Tasks Operation and Administration	Composite Mean of Degree of Importance
11-------	Works with school librarian in requisitioning textbooks, reference books, and teaching supplies pertaining to marketing and distribution.	4.36
12-------	Works with the chairman of the Advisory Committee in preparing plans and agenda for Committee meetings.	4.34
13-------	Makes necessary arrangements for providing transportation for students attending District and State Leadership Conferences.	4.33
14-------	Takes care of departmental budgeting of the D.E. program each year, including such expenses as the acquisition of guest speakers and special guests and teaching supplies. Also, records accurately the amount of the funds to be reimbursed.	4.24
15-------	Conducts community surveys to determine the needs and resources for adult training and high school training.	4.19
16.5-----	When timely, submits plans to the principal and superintendent for expanding one-year programs into two-and three-year programs.	4.15
16.5-----	In order to maintain interest and participation in the Advisory Committee, has needed meetings scheduled to keep members of the Advisory Committee engaged in working on various aspects of the D.E. program.	4.15
18.5-----	Publicizes and promotes D.E. adult classes as a part of the school's total program.	4.13
18.5-----	When requested, works in selecting and providing adequate teaching experiences and supervision for student teachers.	4.13
20-------	Supervises the preparation of the adult report at the conclusion of each adult class.	4.08
21-------	Establishes a term of membership and a system of replacing and rotating members of the Advisory Committee.	4.06
22-------	Prepares and compiles information for recording periodic report of high school D.E. enrollees and sends to responsible persons.	3.99
23-------	Prepares and maintains all necessary records, reports and forms for the successful operation of the adult program.	3.97
24-------	Sends out notices to and/or calls members to remind them of the meeting of the Advisory Committee.	3.91

TABLE 16 (continued)

Rank Order of Importance	Critical Tasks Operation and Administration	Composite Mean of Degree of Importance
25 --------	Plans and arranges instruction for adults wishing to refresh, update, or upgrade competencies needed in their distributive employment.	3.90
26 --------	Provides and maintains proper training facilities for adult classes.	3.89
27 -------	Secures and provides for the training of adult instructors and resource people for special adult classes.	3.79
28 --------	Conducts a survey in the high school to determine the need for part-time employment classes.	3.75
29 --------	Cooperates with merchants in determining through research and/or reading new or improved techniques in distribution and marketing.	3.57
	Critical Tasks Rated "Important"	
30 --------	Cooperates with local school officials in offering specially designed classes for disadvantaged youth.	3.49
31 --------	Cooperates with merchants in designing and conducting research that could provide basis for improving efficiency in distribution and marketing.	3.39
32 --------	Conducts shopping and service surveys.	3.33
33 --------	At the close of each week prepares weekly planning calendar entering the tasks to be performed for the following week and summarizing the work actually accomplished during the week.	3.16

TABLE 17

RELATIVE IMPORTANCE WHICH THE RESPONDENTS PLACED ON CRITICAL TASKS CONCERNED WITH THE TOTAL SCHOOL PROGRAM

Rank Order of Importance	Critical Tasks	Composite Mean of Degree of Importance*
	Critical Tasks Rated "Most Important"	
1 --------	Attends faculty meetings, departmental meetings and meetings of special committees.	4.52
	Critical Tasks Rated "Very Important"	
2 --------	Participates in "parents'night" by meeting parents, presenting his particular program of study - its objectives and purposes.	4.36
3 --------	Participates in "career night"by obtaining representatives of business organizations through his business community connections.	4.22
	Critical Tasks Rated "Important"	
4 --------	Participates in "college night" by being host to college representatives, students and parents.	3.24
5 --------	Serves as a homeroom teacher.	2.77
	Critical Tasks Rated "Less Important"	
6 --------	Sponsors a class, SCA, or other student organization.	2.33
7 --------	Assists in administering SCAT, STEP and other school-wide tests.	2.06
8 --------	Assists at athletic functions with tickets or concessions.	2.05
9 --------	Assists students and faculty with school talent shows or dramatic productions.	2.00
10 --------	Cooperates with the school faculty by serving hall duty.	1.69
11 --------	Cooperates with the school faculty by serving lunchroom duty.	1.64

*Degree of importance on a 5-point scale: 5 - "most important"; 1 - "least important."

TABLE 17 (continued)

Rank Order of Importance	Critical Tasks Total School Program	Composite Mean of Degree of Importance
12-------	Cooperates with the school faculty by serving bus duty.	1.53
	Critical Tasks Rated "Not Important"	
13-------	Cooperates with the school program by supervising study hall.	1.37

Table 18 shows the perception of the three sub-groups regarding actual percentage of time spent by the typical distributive education teacher-coordinator as defined for this phase of the research and the time the teacher-coordinator ideally should spend in order to accomplish the objectives of the program. Each teacher-coordinator provided the investigator with the following information regarding his actual position at the time of the study: number of D.E. teachers in high school; size of town or city; number of D.E. students; size of school; and title. They were also requested to indicate whether or not they had an unusual assignment during the current year that would influence actual time spent on various functions. Despite the wide variations in the circumstances surrounding the participants, it is interesting to note that with the exception of coordination time, the three groups were remarkably close in estimating actual time spent. Teacher-coordinators reported 9½ per cent more actual time on coordination than the teacher educators thought the typical coordinator spent; and 6 per cent more than the state supervisors thought was typically spent on coordination. On the other hand, it was coordination time that all three groups felt should be increased, with state supervisors and teacher educators recommending an increase of 6 per cent to 12 per cent respectively. All three groups suggested a reduction in time for administrative duties with reductions of approximately 3 per cent. All three groups recommended a sharp reduction in time devoted to the total school program. Teacher educators and teacher-coordinators felt that ideally about 3½ per cent of the teacher-coordinator's time should be spent in tasks classified "total school program" in the Critical Task card-sort. State supervisors recommended 6 per cent of teacher-coordinator time for this function. Table 18 provides data concerning the responses of the three sub-groups regarding the time factor in the D.E. teacher-coordinator's job.

Participants in Reactor Group II were asked to list tasks not included in the Critical Task card-sort which they considered "important" and to indicate rate of importance as indicated previously. The 64 participants listed 98 additional tasks, 79 of which were rated "4" or "5," ("most important" or "very important"). Some of the tasks that were added duplicated critical tasks in the card-sort and were deleted from the list. The remaining tasks are reported in Table 19. These tasks were not submitted to Reactor Group II to determine the rate of importance by the three sub-groups. The investigator has examined each task in relation to the philosophy and feels that the additional tasks merit consideration as a part of the total job of the distributive education teacher-coordinator. The additional tasks have been classified in the six functions represented in Tables 12-17.

Teacher-coordinators were asked to list tasks which in their opinion impeded them in accomplishing the objectives of the program. State supervisors and teacher educators were asked to list tasks which they felt teacher-coordinators in their states performed which impeded them. Participants were asked to indicate whether the task was required or whether it was volunteered. Ninety tasks were listed by the participants in the three groups. Table 20 indicates 16 tasks mentioned by 7 or more participants and the number reporting each task as "required" or "volunteered."

TABLE 18

ACTUAL AND IDEAL ALLOCATION OF THE TEACHER-COORDINATOR'S TIME AS DETERMINED BY STATE SUPERVISORS, TEACHER EDUCATORS AND TEACHER-COORDINATORS*

Function	State Supervisors		Teacher Educators		Teacher-Coordinators	
	Actual Time	Ideal Time	Actual Time	Ideal Time	Actual Time	Ideal Time
Teaching	44.50	45.25	47.63	45.75	40.86	42.17
Guidance	7.75	9.75	7.63	8.63	9.63	11.00
Coordination	18.75	24.75	15.25	27.38	24.82	28.07
Public Relations	7.75	7.50	7.13	7.63	7.80	8.17
Administrative Duties	9.25	6.50	10.75	7.13	10.53	6.92
Total School Program	12.00	6.25	11.63	3.50	6.19	3.59

*Each entry is the average of the responses regarding percentage of time spent.

TABLE 19

ADDITIONAL CRITICAL TASKS

TEACHING

1. Consults with specialists to obtain background and technical information and know-how for teaching special units.
2. Maintains firm discipline and control in the classroom.
3. Applies basic learning principles and psychology in teaching.
4. Relates course content and learning activities to objectives.
5. Develops and relates DECA activities to course objectives.
6. Develops team teaching utilizing specialists in specific areas of distribution.
7. Utilizes such school activities as store, athletic events and school lunch to supplement project method.
8. Holds orientation or reviews classes prior to school opening for all cooperative students.
9. Strives to maintain the amount of class time spent on DECA activities at an effective balance.
10. Evaluates individualized instruction materials in terms of specific jobs.
11. Designs learning activities involving students in mastering their own time.

GUIDANCE

1. Works with Junior High School teachers that offer career or vocational classes to explain D.E. and disseminate occupational information.
2. Recruits students for prospective teacher-coordinator preparation and positions.
3. Makes visits to students' homes.
4. Files a written record of each D.E. student's career objective or occupational cluster.
5. Serves as advisor, giving behind-the-scene guidance to DECA in committee planning, meetings, elections, social activities, etc.
6. Locates and develops sources of scholarship funds.
7. Helps students fill out income tax returns.
8. Assists former D.E. students in relocating and in furthering their educations.
9. Works cooperatively with Guidance Personnel in giving tests for incoming D.E. students.

TABLE 19 (continued)

GUIDANCE

10. Helps plan social activities at least once a month for D.E. students since they are unable to take part in many school activities.

11. Develops or updates job profiles throughout the school year.

12. Holds regularly scheduled conferences with students on matters connected with their successful participation in the program.

13. Conducts employment surveys in the entire school.

14. Helps male students relate service obligations to future plans.

COORDINATION

1. Prepares a memoranda which outlines duties and responsibilities of all parties concerned at the time of a student's employment.

2. Evaluates training stations each year.

3. Sets up training for sponsors so they understand D.E. placement.

PUBLIC RELATIONS

1. Arranges for local merchants to judge DECA chapter contests.

2. Gives students guidance in planning employer-employee banquets or like events.

3. Develops depth follow-up information on several graduates for documented success stories.

4. Recognizes employers or sponsors who support the D.E. program through activities such as banquets or other special programs.

5. Uses public relations kits and materials such as flip boards produced by NADET.

6. Participates in and accepts responsibilities for overseeing state and national DECA conferences. (regional DECA activities)

7. Works closely with unions.

8. Attends adult functions where D.E. personnel can provide information or will prove helpful public relations-wise.

9. Assists businesses to procure student workers when D.E. students are not available.

10. Supervises the involvement of students, training sponsors and community leaders in National DECA Week activities, promoting marketing as a career.

TABLE 19 (continued)

PUBLIC RELATIONS

11. Works with students and business community in developing activities for DECA in areas of responsibility such as civic projects, leadership, development,etc.

12. Becomes acquainted with new places of business.

13. Works cooperatively with area post-high coordinator in placement of post-high students.

14. Meets with government officials to become better acquainted with Federal Wage Laws.

OPERATION AND ADMINISTRATION

1. Participates in meetings with other D.E. coordinators to exchange ideas, confer on common problems and organize overlapping job placement areas.

2. Plans and engages in research activities.

3. Operates a DECA program of activities.

4. Plans activities on a daily, weekly and monthly basis during which critical tasks are projected.

5. Evaluates all phases of the program at all levels on a continuous basis.

6. Works on cooperative areas with coordinators in cluster groups in high school, DECA and adult programs.

7. Works with governmental agencies (employment services, etc.) regarding employment needs in adult education.

8. Helps provide in-service training for less experienced coordinators.

TOTAL SCHOOL PROGRAM

1. Serves on various school committees.

2. Participates in Parent Teacher Association.

3. Oversees the running of the school store by D.E. students.

4. Helps with self-evaluation of the total school.

TABLE 20

TASKS WHICH IMPEDE THE JOB OF THE D.E. COORDINATOR

Tasks	Number Reporting	
	Required	Volunteered
1. Duplicates various forms and instructional materials; repairs equipment.	13	2
2. Types correspondence and performs other clerical tasks such as filing and recording grades.	22	3
3. Takes or sells tickets at school activities.	3	4
4. Attends committee meetings, staff or faculty meetings, PTA.	12	1
5. Carries DECA activities to an extreme.	9	12
6. Supervises a homeroom; reports back to school at dismissal time.	15	0
7. Serves as school placement officer.	1	11
8. Teaches an overload of classes.	9	1
9. Acts as substitute teacher in other classes during coordination time.	7	1
10. Does the accounting for the school cafeteria, athletic teams, DECA, etc.	7	2
11. Supervises the operation of the school store.	5	5
12. Performs hall duty, bus duty, cafeteria duty and study hall duty.	25	2
13. Acts as general distributor for the school at large (i.e.,yearbooks, pictures, class rings and graduation caps and gowns).	6	2
14. Teaches non-D.E. subjects.	15	0
15. Sponsors other clubs or classes, school paper, plays, yearbook.	9	3
16. Prepares too many time-consuming reports, forms, records-state and local.	17	0

SUMMARY AND IMPLICATIONS

In this chapter, the perceptions of 8 state supervisors, 8 teacher educators and 48 teacher-coordinators concerning the critical tasks in the job of the high school distributive education teacher-coordinator were presented. There was a high degree of agreement among the three sub-groups concerning the relative importance of the tasks.

In-depth interviews, featuring the use of a Critical Task card-sort, were held in eleven test centers. A thorough discussion of the philosophy of distributive education, constructed in Step I of this study, preceded the consideration of the critical tasks. Respondents were instructed to respond to all questions regarding critical tasks in relation to the philosophy.

Major Findings: 1. Of the 187 critical tasks under consideration, 179 were deemed "critical" by the respondents. These were tasks which were rated 2.50 or above on a 5-point scale, with "5" being "most important." Included in this number were 48 tasks in the teaching function; 25 tasks in the guidance function; 39 tasks in the coordination function; 29 tasks in the public relations function; 33 tasks in the operation and administration function; and 5 tasks in the total school function. Most of the tasks considered "less important"or "unimportant" were those involving such duties as bus duty, hall duty and study hall duty.

2. All three groups felt that more time should be spent on tasks classified in the coordination function; less time on administrative duties and considerably less time on tasks classified in the function, total school program.

3. Respondents listed 98 tasks as "additional tasks," 79 of which were rated as "critical." Fifty-three of these critical tasks (those that did not duplicate tasks in the Critical Task Card-sort) were accepted as additional critical tasks.

4. In response to the open-end question concerning tasks which impede the work of the distributive education teacher-coordinator in relation to the philosophy, 90 tasks were listed. Some were classified "required"; some were classified "volunteered." Seven or more respondents, working independently, listed 16 tasks which hinder the distributive education teacher-coordinator in carrying out the mission of distributive education.

Implications: The high degree of agreement among state supervisors, teacher educators and teacher-coordinators selected to consider the problem of the critical tasks in the job of the distributive education teacher-coordinator provides confidence that the list of 179 tasks considered "critical" is a valid one.

The findings show that in order to carry out the mission of distributive education the high school distributive education teacher-coordinator must perform a large number of tasks involving a wide range of responsibilities. It is evident that as the distributive education program in a community grows it will become necessary to employ more than one teacher-coordinator if the aims and objectives of distributive education are to be accomplished. It is also evident that priorities regarding tasks must be established so that there is proper balance among the job functions.

Serious consideration should be given to the problem of tasks listed as "jobs which impede," whether required or volunteered. Priority should be given to those critical tasks which must be performed by the distributive education teacher-coordinator if the tasks are to be performed at all. This does not imply that the distributive education teacher-coordinator should not share in the responsibilities of the total school program. It does mean, however, that if the mission of distributive education is to be accomplished, the assignment of extra duties should be carefully considered in relation to the D. E. teacher-coordinator's total job. For example, there is no more justification in requesting that a distributive education teacher-coordinator substitute for another teacher at the time he should be making coordination visits or performing other essential tasks than there would be in requesting a geometry teacher to leave his class to substitute for the art teacher. Timing and selectivity are the key issues to be jointly considered by the principal and by the D. E. teacher-coordinator.

Careful consideration also should be given to the over-emphasis of any tasks within the job of the D. E. teacher-coordinator. The fact that 21 respondents working independently mentioned "carries DECA activities to an extreme" as tasks which impede suggests that even tasks considered "critical" should be evaluated from time to time. The fact that 12 of the 21 respondents indicated that the over-emphasis on DECA was "volunteered" rather than required makes a periodic re-evaluation of this and similar activities no less important.

Further research is needed to determine priorities in the tasks deemed "critical " for the distributive education teacher-coordinator.

In this chapter, the critical tasks in the job of the distributive education teacher-coordinator have been presented. In the following chapter, the competencies needed to perform these tasks are considered.

CHAPTER IV

PROFESSIONAL COMPETENCIES NEEDED TO PERFORM CRITICAL TASKS IN THE JOB OF THE DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR

Purpose: The purpose in the third step of the research study was to determine professional competencies needed to perform the critical tasks in the job of the high school distributive education teacher-coordinator. Professional competencies, referred to as "professional know-how", make up the third element in the Competency Pattern. The first element, a philosophy of distributive education, was constructed in the first step and the second element, the critical tasks in the job of the distributive education teacher-coordinator, was constructed in the second step of the research project.

DESIGN OF THE STUDY

The procedure for developing professional competencies needed to perform the critical tasks agreed upon in Step II was as follows:

1. The critical tasks were clustered into five major job functions: teaching, guidance, coordination, public relations and operation and administration.

2. A 5" x 8" card was made for each critical task so that competencies could be recorded task by task and then clustered. A review of selected literature and research was made to develop one or more competencies for each of the agreed-upon critical tasks. A bibliographical reference was noted on the cards in appropriate instances. Texts and references used in such courses as Foundations of Education, Educational Psychology, Psychology of Adolescence, Audio-Visual Methods, Curriculum Construction, Principles of Vocational Education, Methods of Teaching D.E., Organization and Administration of D.E., Methods of Teaching Adult Distributive Education, and Student Teaching were studied. A bibliography of references used in the development of competencies is found in Appendix A.

3. The competencies in each job function were then reviewed to eliminate duplications.

4. Each competency was then constructed in terms of a knowledge, an understanding, a skill or an attitude. The following operational definitions guided the construction and evaluation of the competencies:

   Knowledge: the recall of specifics and universals, the recall of methods and processes and the recall of a pattern.

   Understanding: the power to make experience intelligible by applying concepts and theories; the comprehension of ideas and the ability to use abstractions in particular and concrete situations.

   Skill: A rather high level of mental ability; the ability to use one's knowledge effectively and readily in execution of performance; the ability to analyze, synthesize and evaluate.(Emphasis on mental skills, but may include psychomotor skills)

   Attitude: A mental position, a feeling or an emotion toward a fact or state; a predisposition to act in a certain way; a state of readiness that influences a person to act in a given manner.

5. The tentative list of professional competencies was then studied in relation to the philosophy of distributive education as constructed in Step I. Particular attention was given to assure the inclusion of the basic beliefs regarding distributive education as either a knowledge, an understanding, a skill or an attitude.

6. A further study of the tentative list of professional competencies was made to check for possible omissions in the four categories. For example, an effort was made to see that a "knowledge" or "understanding" was listed to support a competency listed as a "skill." On the other hand, a check was made to see that a competency listed under "knowledge" or "understanding" was also listed as a skill if this seemed appropriate.

7. The tentative list of professional competencies was reviewed by local consultants, including Dr. D. L. Kinnear, an educational psychologist, and Dr. Rufus W. Beamer, head of the Department of Education at Virginia Polytechnic Institute.

8. The tentative list of professional competencies was reviewed by Professor Warren Meyer and Professor Harland Samson, two members of the Committee of Consultants. The lists were mailed to the consultants for individual reactions. The investigator then met with the two consultants for a careful review of each statement. The statements were then revised.

9. The list of professional competencies was submitted for evaluation to a purposive sample of four teacher educators who had participated in Step II of the research project.

Population and Sample: A purposive sample of four teacher educators who had participated in Step II of the research project was selected to evaluate the professional competencies. The four teacher educators were Dr. William B. Runge, Dr. James Bikkie, Dr. Raymond Dannenberg and Dr. William B. Logan. Since the list of competencies included 235 statements concerning all aspects of the professional competency of the high school distributive education teacher-coordinator, it was essential that those chosen to evaluate the competencies be knowledgeable about general professional competencies as well as specialized (distributive education) competencies. The teacher educators selected to evaluate the competencies were qualified by both education and experience for this important task. All four participants held doctoral degrees and had had considerable experience as distributive teacher educators. Three of the four participants had also had experience as state supervisors.

Data and Instrumentation: The statements of professional competencies, clustered under the job functions of teaching, guidance, coordination, public relations and operation and administration, were submitted in the form of a questionnaire to the teacher educators selected to evaluate the competencies. The participants were requested to evaluate each statement in terms of clarity, appropriateness and completeness. They were asked to make any suggested changes in wording directly on the copy. They were instructed to put an "x" by any statement considered inappropriate and to indicate on the back of the page the reason for the notation. They were asked to indicate at the end of each job function additional competencies deemed necessary to perform the agreed-upon tasks. The participants were provided a Critical Task card-sort as a reference. On the questionnaire the number of the task to which a competency referred was indicated when possible. In some instances there were several competencies listed for a single task; in other instances one competency covered several tasks; in still other instances competencies, such as theories of education, did not refer to any particular task but rather were assumed necessary as a foundation for other competencies. The questionnaires and Critical Task card-sort were mailed to the participants after the investigator had explained in writing and in person the development of the professional competencies and the responsibilities concerning the evaluation of them.

ANALYSIS AND INTERPRETATION OF THE FINDINGS

The suggestions of the four teacher educators selected to validate the professional competencies were carefully considered by the investigator. There were a number of suggestions regarding changes in wording which clarified certain statements. Two of the statements were deleted: one as too obvious to be included and the other a partial duplication of a competency in the same classification. No additional competencies were listed. The investigator synthesized the suggestions of the four participants and made a final revision of the statements of competencies. The professional competencies, listed as "Teaching Know-How"; "Guidance Know-How"; "Coordination Know-How"; "Public Relations Know-How"; and "Operation and Administration Know-How," are presented on the following pages.

In the teaching function there were 95 competencies, of which 31 were classified under "knowledge," 22 were classified under "understanding," 18 were classified under "skill" and 24 were classified under "attitude."

In the guidance function there were 28 competencies, of which 8 were classified under "knowledge," 4 were classified under "understanding," 8 were classified under"skill" and 8 were classified under "attitude."

In the coordination function there were 37 competencies, of which 5 were classified under "knowledge," 8 were classified under "understanding," 9 were classified under "skill" and 15 were classified under "attitude."

In the public relations function there were 29 competencies, of which 7 were classified under "knowledge," 3 were classified under "understanding," 7 were classified under "skill" and 12 were classified under "attitude."

In the operation and administration function there were 44 competencies, of which 12 were classified under "knowledge," 6 were classified under "understanding," 20 were classified under "skill" and 6 were classified under "attitude."

The classification of the competency according to knowledge, understanding, skill and attitude provides an indication of the complexity of the competency. Definitions of these terms as used in this study are on page 63.

TEACHING KNOW-HOW

Competencies needed to perform the critical tasks in the teaching function, including curriculum development, lesson planning, presentation of material and evaluation:

A. Knowledge

1. Of the interests, aptitudes and abilities of students.
2. Of occupational requirements necessary for persons to succeed at various stages (initial employment and advancement) in their distributive careers.
3. Of sources of technical information that apply to a particular area of distribution.
4. Of appropriate materials available for the D.E. resource files.
5. Of a practical system of filing which will assure efficient use of materials in resource files.
6. Of sources of reference texts and instructional material relevant to distributive education.
7. Of methods of purchasing or acquiring distributive education reference texts and other instructional material for teacher and students' use.
8. Of definitions of terms unique to the distributive education program.
9. Of procedures for developing participation experiences to meet individual student needs.
10. Of sources of materials and assistance when preparing or acquiring audio-visual aids.
11. Of current trade journals and other periodicals which provide up-to-date information on the field of distribution.
12. Of methods involved in developing an individual training plan.
13. Of school administrations' policies relating to extra-class (off-campus) student activities.
14. Of techniques involved in planning and implementing the details of a learning experience.
15. Of a wide variety of applicable teaching methods and techniques.
16. Of the nature of the learning process.
17. Of the forms of learning (such as, sensorimotor, perceptual, associational, conceptual, problem solving).
18. Of the theories of learning (such as, simple conditioning, instrumental conditioning, conditioning theories, field theories).
19. Of principles involved in transfer of learning (such as, generalization, Gestalt view, intelligence and transfer).
20. Of concepts regarding problem solving and creative thinking.
21. Of definitions of terms related to human growth and development.

TEACHING KNOW-HOW
(continued)

Knowledge

22. Of definitions of terms related to learning and the learning process.

23. Of the growth and development of the adolescent: physical, emotional, intellectual and moral.

24. Of the influence on the adolescent of such groups as the family; the peer group; the community.

25. Of the impact of the socio-cultural-economic environment on the adolescent.

26. Of procedures for evaluating and recording student achievement.

27. Of techniques for the improvement of learning and learning conditions.

28. Of techniques for improving personality.

29. Of measures of intelligence, aptitude, interests and achievement and the limitation of these measures.

30. Of motivational techniques.

31. Of techniques for building group morale.

B. Understanding

32. That content of curriculum guides includes suggested goals and subgoals, subject matter, learning activities, instructional materials and evaluation.

33. That distributive education is designed to meet the needs of persons who have or are preparing to enter a distributive occupation or an occupation requiring ability in one or more of the marketing functions.

34. That curriculum content should be based on the needs of students and of the business community.

35. That learning takes place most effectively when the learner is engaged in activities which he believes will help him reach a goal or purpose he wants to reach.

36. That student assignments and participation experiences are means of providing the student an opportunity to apply concepts taught in the classroom.

37. That a lesson plan includes objectives, content, techniques, evaluation and assignments designed for a specific class.

38. That one of the controlling factors in the selection and use of learning devices is the age and sophistication of the students.

39. That curriculum decisions are influenced by social, psychological and economic forces.

40. That the individual and group projects in the DECA program of activities should be planned to provide a means of developing a variety of competencies needed in distributive occupations.

TEACHING KNOW-HOW
(continued)

Understanding

41. That D.E. students, with part-time jobs or projects to complete, have special time problems with outside assignments, use of library facilities, other co-curricular activities, etc.

42. That students learn by doing by participating in such activities as role playing,committee activities, demonstrations, etc.

43. That classroom instruction should be closely related to occupational performance expectations.

44. That the method of relating classroom instruction specifically to on-the-job training can be used effectively primarily through the use of knowledge and understanding gained by coordination visits.

45. That individual differences influence learning.

46. That group variables influence learning.

47. That individualizing instruction is necessary to meet individual needs.

48. That the purpose of evaluation is to determine whether there have been changes in behavior based on the program's objectives and goals.

49. That the school's philosophy of grading affects each teacher's grading system.

50. That instructor-student relationships should be appropriate to the emotions, feelings and attitudes revealed by students.

51. Goals of secondary education as they relate to distributive education.

52. Aims and objectives of distributive education and how they contribute to the goals of secondary education.

53. That constructive procedures are necessary in appropriate classroom management.

C. Skill

54. Ability to plan a year's sequence of study (yearly teaching calendar) based on the school system's schedule and calendar and the needs of the students.

55. Ability to develop explicit assignments for students so that learning outcomes and evaluation will be most effectively realized.

56. Ability to select and use the most appropriate teaching techniques in terms of desired learning outcomes.

57. Ability to select most appropriate participation experiences for use in developing job competencies of students.

58. Ability to make provision for individual differences in the instructional plan.

59. Ability to select and incorporate appropriate materials into lessons based on student and community needs.

60. Ability to assess the relevance and worth of teaching materials and aids in relation to the current curriculum circumstances.

61. Ability to formulate and communicate educational objectives in terms of expected behavioral changes in students.

TEACHING KNOW-HOW
(continued)

Skill

62. Ability to devise and evaluate learning situations in terms of sound principles of learning.

63. Ability to develop in each student safe work habits, pride in his job and a desire for advancement.

64. Ability to apply the theories of learning in the classroom.

65. Ability to make practical applications of the principles involved in the transfer of learning.

66. Ability to assist students to learn how to solve a problem.

67. Ability to use methods and techniques stressing individual activities, individual needs and individual purposes (such as, problem method, project method, pupil planning techniques).

68. Ability to use methods and techniques stressing simulated, vicarious and direct experience (such as, school laboratory and workshop, on-the-job training, lecture-demonstration, field trips).

69. Ability to use methods and techniques, stressing group study (such as, directed reading, directed study, group discussion, programmed instruction, lecture, questioning).

70. Ability to evaluate student's progress in terms of stated objectives.

71. Ability to construct measures of learning in terms of stated objectives.

D. Attitude

72. A belief that teachers play a major role in all curriculum preparation, development, evaluation and revision.

73. A belief that only through continuous curriculum preparation, development, evaluation and revision can the objectives of education be most effectively met.

74. A belief that students, school personnel and the business community should all play a part in curriculum development and instruction.

75. A belief that only through careful planning can educational goals be realized.

76. A belief that preparation for gainful employment and/or advancement in a distributive occupation is the primary goal of the distributive education program.

77. A belief that in a changing world of distribution it is essential that content in distributive education be kept up-to-date.

78. A conviction concerning the value of using a variety of teaching techniques from the standpoint of student interests and instructional effectiveness.

79. A belief that extra-class activities often reinforce techniques and theories discussed in the classroom.

Attitude

80. A commitment to the concept that students best learn by doing.

81. A belief that planning is a requisite to organization and direction.

82. A belief that on-the-job training is an extension of the classroom instructional program.

83. A conviction that the Distributive Education Clubs of America gives enrichment and meaning to the curriculum taught in distributive education classes.

84. A feeling that audio-visual devices and materials contribute substantially to the normal process of learning.

85. A conviction that educational objectives should be the foundation of all lesson planning.

86. A belief that a Distributive Education Advisory Committee should give advice in planning, developing and evaluating the instructional program..

87. A belief that audio-visual devices and material are particularly beneficial to slow learners since they underscore and dramatize learnings.

88. A feeling that the teacher-coordinator, as a specialist in distribution, has a responsibility for disseminating knowledge and information to persons who are involved in distribution.

89. A belief that each person is a unique individual and should be treated accordingly.

90. A belief that students need to develop a philosophy of life and understand their roles in society.

91. A belief that good discipline means that every member of the group is engaged in purposeful effort of the proper kind without annoyance or discomfort to his classmates or associates.

92. A belief that evaluation is a tool for helping students to improve themselves.

93. An appreciation of the significance of the adolescent period of development.

94. An appreciation of the importance of self-realization as the first step in personality development.

95. A conviction that distributive education has a responsibility for the moral development of the student.

GUIDANCE KNOW-HOW

Competencies needed to perform the critical tasks in the guidance function, including recruitment, selection, placement and counseling:

A. Knowledge

1. Of methods and techniques involved in recruitment, selection of students, counseling and job placement which will help to assure the most effective accomplishment of the purposes of distributive education.

2. Of the numerous promotion and publicity methods of acquainting high shcool students with all the aspects of the D.E. program.

3. Of numerous ways in which the guidance personnel and D.E. teacher-coordinator can work together.

4. Of techniques and procedures involved in interviewing students.

5. Of step-by-step procedures involved in arranging for students to be interviewed by employers and in methods of following up such interviews.

6. Of various career opportunities and job progressions in the field of distribution.

7. Of institutions offering training in distribution beyond the secondary school level.

8. Of problems students may encounter when planning their training and education beyond the high school level.

B. Understanding

9. That various job requirements must be considered in selecting and placing D.E. cooperative students and graduates.

10. That techniques involved in conducting a follow-up study of distributive education graduates should be carefully considered in order to gain maximum benefit from the study.

11. That the D.E. teacher-coordinator should review periodically with their students their (a) career objectives, (b) achievement in relationship to aptititude and ability, (c) personal and social development and (d) achievement of objectives identified on the training plan.

12. The importance of informing students regarding the career opportunities in distribution and the methods of entering and advancing in these occupations.

C. Skill

13. Ability to disseminate information to parents of students interested in distributive education.

14. Ability to select and evaluate information found in student permanent records which would be of use in various counseling situations (test scores, grades, faculty notations, etc.).

GUIDANCE KNOW-HOW
(continued)

Skill

15. Ability to use interview observation and information in determining which students can and sincerely wish to profit from instruction.

16. Ability to develop policies to serve as flexible guidelines in the selection of D.E. students for both the cooperative and the project plans of the D.E. program.

17. Ability to prepare an informational bulletin describing conditions of enrollment and occupational information relating to career objectives in the field of distribution.

18. Ability to assist the student - according to his vocational interest, aptitude and ability - in selecting the most appropriate on-the-job training placement for him.

19. Ability to apply sound counseling principles in guidance activities.

20. Ability to show students the numerous ways other courses will assist in this development of competencies needed in their chosen field.

D. Attitude

21. A belief that guidance should involve a continuous systematic plan of assistance to the student.

22. A conviction that the D.E. program can benefit students who are interested in a career in distribution.

23. A belief that the teacher-coordinator has a responsibility to parents for presenting information which will assist them in helping their child make a realistic decision regarding a career in distribution.

24. A feeling that the D.E. teacher-coordinator works, as do other faculty members, as a member of a guidance team in the school.

25. A belief that certain data available in student permanent records can be of assistance in selecting distributive education students.

26. A feeling of responsibility for informing students of the importance of obtaining as much education as is possible.

27. A belief that through regular follow-up studies of graduates the local D.E. program can be continuously evaluated in terms of its effectiveness in achieving established objectives.

28. A conviction that the final selection of D.E. students is primarily the responsibility of the D.E. teacher-coordinator.

COORDINATION KNOW-HOW

Competencies needed to perform the critical tasks in the coordination function, including selection of training agencies, placing students, evaluating student progress on the job and coordination theory and practice:

A. Knowledge

1. Of the types of on-the-job learning activities and participation experience that will assist the students in developing competencies needed to advance toward their career objectives.

2. Of the numerous training materials which students can obtain from training stations for class use.

3. Of methods of relating classroom instruction to actual on-the-job situations the students encounter.

4. Of methods of developing a training plan for each student to assure learning experiences either on the job or in project activities.

5. Of federal and state labor laws pertaining to distributive education students.

B. Understanding

6. That if the on-the-job training phase of the program is to be most effective, certain agreed-upon policies must be set up to best attain this goal.

7. That classroom instruction, to be effective, should be based on knowledge, understanding, skill and attitudes required to perform work effectively in distributive occupations.

8. That the employer should appoint a person to serve as a training sponsor for the D.E. cooperative student.

9. That the teacher-coordinator should work with the training sponsor in planning a series of on-the-job learning experiences for the D.E. student.

10. That a variety of procedures is necessary in order to work effectively with different management and organizational policies.

11. That management policies and the organizational pattern of each training station affects coordination; attitude of the firm toward student employment; the amount and type of on-the-job training a student can expect to receive and training sponsor selection.

12. That through coordination visits, many examples can be secured to illustrate principles to be taught in the classroom.

13. That a training plan should serve as a guide to the employer, the student and school in order to provide learning experiences which will develop competencies needed for the student's success in his chosen career.

COORDINATION KNOW-HOW
(continued)

C. Skill

14. Ability to select and maintain training stations that provide the best possible training for individual students depending on their needs and vocational goals.

15. Ability to plan, direct and evaluate various participating experiences which focus on activities in distributive occupations and decision-making situations in distribution.

16. Ability to design projects and other activities which will provide learning experiences for D.E. students who are not in the cooperative program.

17. Ability to successfully conduct conferences with training sponsors, with personnel directors and with other management personnel.

18. Ability to critically observe students at their jobs as one means of effective coordination.

19. Ability to select and interpret technical information to answer the questions of local merchants.

20. Ability to interpret current trends of business operation through observation and conferences with businessmen.

21. Ability to determine when a student is adequately prepared to seek a part-time job in a distributive occupation.

22. Ability to identify appropriate part-time employment situations for each student.

D. Attitude

23. A belief that in selecting training stations for distributive education students, every effort should be made to select those most likely to provide occupational and educational opportunities in keeping with the students' capacities, interests and goals.

24. An awareness of the important role the training sponsor can play in assisting the trainee toward his occupational objective.

25. A belief that training must be provided to the sponsor if he is to share in the education of young people.

26. A belief that training sponsors of distributive education cooperative students should be oriented to their responsibilities in providing real-life learning experiences for students on the job. This includes periodic evaluation of the students' occupational experience.

27. A conviction that the teacher-coordinator should build and maintain harmonious relationships among all groups involved in the distributive education program.

28. A conviction that only through regular coordination visits can the program's responsibility to the students and the business community be most effectively achieved.

COORDINATION KNOW-HOW
(continued)

Attitude

29. A feeling that, since student, employer and teacher-coordinator will be involved in making the on-the-job training beneficial, ALL THREE should work together in planning on-the-job learning experiences.

30. A sensitivity to all signs which may indicate a lack of progress toward the students' goals. These clues may include absences, tardiness, lack of interest, motivation, etc.

31. A conviction that, as a training specialist in distribution, he should possess (1) adequate and up-to-date knowledge of his field and (2) the ability to locate sources of information to questions.

32. A belief that, to be most effective, classroom instruction for D.E. students should be directly related to actual on-the-job needs and situations.

33. A belief that effective coordination activities provide an opportunity for the teacher-coordinator to help keep his occupational knowledge up-to-date.

34. A belief that the distributive education program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical and educational developments, and adapt to such changes.

35. A belief that many youth need supervised occupational experiences as well as correlated instruction in the skills, knowledge and attitudes of their occupations in order to make them more intelligent and productive participants in economic life.

36. A belief that distributive education should serve the needs of both the individual student and the business community.

37. A conviction that classroom instruction can and will help a student to perform more effectively on the job.

PUBLIC RELATIONS KNOW-HOW

Competencies needed to perform the critical tasks in the public relations function, including school, business, and professional relations and communications:

A. Knowledge

1. Of the purpose and functions of the guidance department in a local school.
2. Of the development of distributive education at the state and national levels.
3. Of the names and purposes of significant professional associations - local, state and national education associations and other associations of interest to the D. E. teacher-coordinator.
4. Of types of information about the distributive education program of interest to the public.
5. Of methods of acquainting businessmen, lay people and fellow teachers with the distributive education program.
6. Of media available for use in disseminating information about distribution and distributive education.
7. Of techniques of directing students in providing public information about distributive education.

B. Understanding

8. That, since he is involved in numerous guidance activities, it is appropriate that he work closely with members of the guidance department of his school.
9. That keeping the public as much aware of the D. E. program as possible creates important benefits for the program.
10. The types of information appropriate and of interest to the readers of local news media and trade and professional journals.

C. Skill

11. Ability to reap maximum benefits from observing vocational programs of other schools.
12. Ability to prepare and deliver informative and inspirational speeches.
13. Ability to interpret to school administrators and interested persons the progress of the D. E. program.
14. Ability to prepare script for radio and/or television.
15. Ability to participate in extemporaneous discussions.
16. Ability to write news articles for local news media and for trade and professional media.
17. Ability to make sound judgments regarding ethical decisions.

PUBLIC RELATIONS KNOW-HOW
(continued)

D. Attitude

18. A belief that all vocational programs have many common goals and problems and therefore require cordial working relationships among personnel in the various vocational services.

19. A belief that a close, cooperative working relationship of the D. E. teacher-coordinator with faculty members and school administrators results in better fulfillment of the purposes of the D. E. program.

20. Recognizes the responsibility to the school administration, the distributive education program and to himself in keeping certain school authorities informed on the progress of the program.

21. A belief that, as a member of the faculty, the teacher-coordinator should participate in extra-curricular activities and other school duties as much as possible without infringing on his other job and personal responsibilities.

22. A belief that, as a key person in charge of training for the distributive business community, he should actively participate in the local merchant's association and chamber of commerce.

23. A belief that a D. E. teacher-coordinator should, in so far as possible attend trade meetings, exhibits, demonstrations and conferences concerned with distribution.

24. Recognizes the need for enrolling in extension and summer school classes for professional development.

25. A belief that the D. E. teacher-coordinator has a responsibility to keep informed on technical advances and new methods in marketing and distribution by reading trade journals and professional publications.

26. A belief that maintaining active membership in professional associations has inestimatable value both to himself and to the organizations.

27. A belief that a teacher-coordinator should set an example of personal work habits and character which D. E. students can emulate.

28. A belief that a public program will grow and serve the community and school only if those who are in some way affected are acquainted with it.

29. A belief that the teacher-coordinator as a professional leader in the community should set an example by his ethical standards.

OPERATION AND ADMINISTRATION KNOW-HOW

Competencies needed to perform the tasks in the Operation and Administration function in the job of the D. E. teacher-coordinator, including supervision and administration of the high school, the club and the adult programs:

A. Knowledge

1. Of the purposes of a community survey.
2. Of techniques of conducting a community survey.
3. Of methods of conducting practical research studies.
4. Of methods of establishing a rotation system for members of the Advisory Committee.
5. Of sources of adult instructors and resource people for special adult classes.
6. Of sources of physical equipment and supplies desirable for a distributive education classroom-laboratory.
7. Of sources of textbooks, reference books and teaching supplies pertaining to marketing and distribution.
8. Of school policies regarding co-curricular clubs.
9. Of state policies for support and standards of D. E. programs.
10. Of state and federal laws pertaining to the vocational education program.
11. Of state and federal laws pertaining to education that have implications for distributive education.
12. Of state and federal organizational patterns for the administration of vocational education and distributive education.

B. Understanding

13. That community survey information is a useful tool in building an effective distributive education program because it provides a composite picture of resources, placement possibilities and educational needs on the high school, post high school and adult levels.
14. That shopping or service surveys provide concrete evidence of educational needs of distributive employees and practical examples and case studies usable as teaching devices in the classroom.
15. That the D. E. Advisory Committee should be composed of representatives of a cross-section of distributive businesses in the community.
16. That the supervision of DECA activities is a responsibility of the teacher-coordinator.
17. That the aims and purposes of DECA further the aims of the distributive education program.
18. That the D. E. teacher-coordinator should develop a daily schedule which provides evidence that scheduled coordination time has been well spent.

OPERATION AND ADMINISTRATION KNOW-HOW
(continued)

C. Skill

19. Ability to prepare a D. E. departmental budget.

20. Ability to justify the need for physical equipment and supplies to the superintendent of schools and state supervisory personnel.

21. Ability to work with the school librarian in securing appropriate books, periodicals and films pertaining to marketing and distribution.

22. Ability to plan weekly, monthly and yearly calendars of tasks to be performed in order to accomplish the stated immediate and long-range goals of the program.

23. Ability to prepare an annual report that both summarizes and evaluates the year's activities.

24. Ability to supervise students in planning and carrying out a program of activities in DECA which will accomplish stated objectives.

25. Ability to direct practical research activities and projects.

26. Ability to select and provide adequate learning experiences for student teachers assigned to a local school.

27. Ability to develop and evaluate questionnaires for shopping and service surveys.

28. Ability to formulate immediate and long-term goals for the high school program, the adult program and for the local Distributive Education Club.

29. Ability to communicate the goals of the distributive education program to school administrators, merchants, parents and students.

30. Ability to develop a plan for the expansion of the program to meet the needs of students and distributive businesses in the area served by the school.

31. Ability to interpret for the Advisory Committee the progress, success and problems of the D. E. program.

32. Ability to secure and train adult instructors and resource people for special adult classes.

33. Ability to prepare and maintain necessary records, reports and forms for the successful operation of the distributive education program.

34. Take responsibilities for providing and maintaining appropriate training facilities for high school and adult classes.

35. Ability to promote interest in continuing education through personal contacts, promotion brochures and publicity in appropriate news media.

36. Ability to supervise student teachers in teaching, in coordination and in other duties such as guidance, public relations and supervisory and administrative activities in the distributive education program.

37. Ability to determine the need for instruction for adults employed in distributive occupations.

38. Ability to design and conduct practical research that could provide a basis for improving techniques and efficiency in distribution and marketing.

OPERATION AND ADMINISTRATION KNOW-HOW
(continued)

D. Attitude

39. A belief that regularly scheduled meetings of the Advisory Committee help to maintain interest and participation by the members engaged in working on D. E. problems.

40. A belief that planning is the foundation upon which a successful and growing distributive education program must be built.

41. A belief that education for occupational competency is a lifelong process.

42. A belief that distributive education personnel have a responsibility for cooperating with business in determining new or improved techniques in distribution and marketing.

43. A belief that the distributive education teacher-coordinator should cooperate with local school officials in offering specially designed classes for disadvantaged youth.

44. A belief that cooperation among the various vocational programs results in mutual benefits to all involved.

SUMMARY AND IMPLICATIONS

The professional competencies considered necessary to perform the agreed-upon critical tasks in the job of the high school distributive education teacher-coordinator were developed from selected literature and research and were refined by two members of the Committee of Consultants. The professional competencies were evaluated by four carefully selected teacher educators who participated in Step II of the research project. The list of competencies includes 95 classified as "Teaching Know-How"; 28 as "Guidance Know-How"; 37 as "Coordination Know-How"; 29 as "Public Relations Know-How"; and 44 as "Operation and Administration Know-How."

Since the ultimate objective of this research study is to provide a basis for curriculum construction in distributive teacher education, the development of professional competencies needed by the high school distributive education teacher-coordinator was of particular concern. On a basis of the list of professional competencies educational objectives for both general and specialized professional courses can be constructed to develop the needed competencies; learning experiences can be devised to accomplish the objectives; and evaluation schemes can be determined to measure the results. Thus, preparation programs - both pre-service and in-service - can be designed to develop the professional competencies needed by distributive education personnel.

The need for further research is evident in at least three areas:

1. The development and classification of educational objectives
2. Experimentation of ways and means of accomplishing the educational objectives
3. The construction of measuring instruments

This chapter has dealt with the development and evaluation of professional competencies - the "professional know-how" - needed to perform agreed-upon critical tasks in the job of the high school distributive education teacher-coordinator.

The technical teaching competencies make up the fourth and final element in the Competency Pattern. They provide the basis for constructing the technical (subject matter) portion of the distributive teacher education curriculum. Technical teaching competencies are presented in Chapter V of this report.

Also in Chapter V, a cross-tabulation of competencies needed by workers in 70 jobs in seven categories of business is given. The data concerning the critical tasks in each of these jobs and the competencies needed to perform the tasks will be found in Volumes II-IV.

CHAPTER V

TECHNICAL TEACHING COMPETENCIES

Purpose: The purpose in the fourth step of the research study was to determine technical teaching competencies needed by the distributive education teacher-coordinator in order to develop competencies needed by workers to enter and advance in a distributive occupation. Technical teaching competencies, referred to as "technical know-how," make up the fourth and final element in the Competency Pattern.

DESIGN FOR THE STUDY

It was necessary to plan four steps within Step IV, each with a specific objective. These objectives were: (1) to construct a theoretical framework for the identification of critical tasks and construction of competencies; (2) to determine critical tasks of distributive workers in selected distributive businesses; (3) to develop competencies needed to perform these tasks; and (4) to determine competencies needed by the high school distributive education teacher-coordinator to develop the competencies needed by distributive workers.

It was assumed that basic concepts concerning marketing and economics would provide the theoretical structure for the determination of technical competencies. A list of concepts and generalizations was drawn from the literature and evaluated by selected members of the Committee of Consultants.

The technical subject matter competencies needed by the distributive education teacher-coordinator depend on the competencies he is expected to develop in distributive education high school trainees. To determine what competencies the distributive education high school trainee should have in order to enter and advance in two steps of a possible career continuum,[6] structured interviews were held with full-time employees at entry, career and specialist levels in selected distributive businesses. The purpose of the interviews was to determine the critical tasks of each job at each level of responsibility and to gain some clues as to needed competencies.

A tentative list of technical competencies needed to perform the identified tasks was drawn from the literature, from personal experience of the investigators and from conversations with business people. Some clues to needed competencies were built into the interview guide. This data proved helpful in determining competencies needed by workers in specific jobs.

The competencies were then evaluated by specialists in the distributive field. The specialists, whose names are listed on the inside of the back cover, included one member from each of the six distributive advisory committees (same committee served for the hotel/motel and restaurant categories) and one distributive teacher educator for each category of distributive business.

A list of technical teaching competencies based upon the competencies needed by workers in the seven categories of distributive business included in this study was developed. The list of technical teaching competencies was then evaluated by the distributive teacher educators who assisted in evaluating the competencies needed by distributive workers.

Population and Sample: 1- Concerning Theoretical Framework. Two members of the Committee of Consultants were selected to evaluate the list of concepts and generalizations regarding marketing and economics.

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[6] See Appendix I for Career Continuum.

2- Concerning Critical Tasks. The following procedures were used in determining the sample to be drawn for the interviews:

(a) Selection and classification of business: Seven categories of distributive business which provide entry and career jobs for high school distributive education students were selected: department stores, variety stores, food stores, restaurants and service stations; wholesaling (including selected jobs in food, hardware and drug wholesaling); and hotel/motels. The businesses are typical of those in which the majority of high school distributive education cooperative students are placed.

(b) Selection of entry, career and specialist jobs: A Distributive Advisory Committee, composed of nationally recognized authorities in personnel management, assisted in the selection of jobs in each category of distributive business. There were six advisory committees, one for each category of business included in the study except for restaurants. The Hotel/Motel Advisory Committee also served for restaurants. The following number of jobs were selected for study: 18 in department stores; 12 in variety stores; 8 in food stores; 8 in restaurants; 3 in service stations; 10 in wholesaling; and 17 in hotel/motels. The total number of jobs included in the study was 76.

(c) Selection of firms: The selected entry, career, and specialist jobs were studied in firms located in Richmond, a city of 225,000; Roanoke, a city of 100,000; and Wytheville, a county seat and center of a rural trading area, with a population of 6,000. Certain jobs in the hotel/motel category were studied in resort areas and certain jobs in wholesaling were studied in Norfolk, a city of 322,000-all cities and towns in Virginia. The Distributive Advisory Committees assisted in selecting the firms in which to conduct the interviews and in many cases made contact with the firm either by letter or by telephone before the assistant project director arranged the interviews.

(d) To analyze entry jobs, interviews were held with a full-time employee who had worked in the job for approximately a year and with the immediate supervisor or department manager of the full-time employee. Interviewees for all job levels studied were selected by the firm as samples of workers who could best respond to the questions in the interview.

(e) To analyze career and specialist jobs, interviews were held with a full-time employee in each identified career or specialist job in each step of a two-step career continuum and with a full-time employee who was next in line of authority to the job being studied.

3- Concerning Technical Competencies. One member from each of the six distributive advisory committees was paired with one distributive teacher educator with a specialization in the category of distributive business under consideration.

4- Concerning Technical Teaching Competencies. Five teacher educators who participated in the evaluation of technical competencies needed by distributive workers and two members of the Committee of Consultants evaluated the technical competencies needed by the high school distributive education teacher-coordinator.

Data and Instrumentation: 1- To construct theoretical framework. A questionnaire including a list of basic conepts and generalizations concerning marketing and economics was used. The respondents were asked to evaluate the list in terms of appropriateness, clarity, and relative importance to distributive workers.

2- To determine critical tasks. An interview guide was developed for each category of business. (A sample Interview Guide is included in Appendix B.) In each category, a list of specific job duties was developed for each of the jobs selected for study. With this exception, all other questions were the same for all jobs in the category. These questions were regarding display, advertising, stock-keeping, product and service knowledge, customer contacts other than selling, store personnel contacts, out-of-store contacts, supervisory contacts, and use of equipment and materials. The interview guides were developed after a thorough study of appropriate literature. Members of the Distributive Advisory Committees permitted the investigators to review job descriptions made for the firms they represented as additional references. Dr. William C. Eckerman, an authority in social science research, served as a special consultant in the construction of the form for the interview guide. The interview guide for department stores was tested by conducting seven interviews in three stores in Greenville, South Carolina. Structured interviews, requiring from one hour to one and a half hours , were conducted by interviewers qualified by education and experience in the distributive field. In so far as possible, interviews were held in a private office.

3- To evaluate technical competencies. A list of competencies, clustered around nine areas, was prepared. These areas are: advertising, communications, display, human relations, mathematics, merchandising, operations and management, product and/or service knowledge and selling. Under each area, statements of competency were listed under (1) knowledge and understanding; (2) skill; and (3) attitude. Below each statement the numbers of the jobs which seemed to require that competency were listed. The list was mailed to the paired distributive specialists who were requested to evaluate each statement in terms of appropriateness and clarity. They were also requested to note whether or not they agreed with the selection of jobs needing each competency by crossing out the ones listed with which they disagreed and by adding other jobs they deemed appropriate. In most cases, the paired specialists then met with the principal investigator and the assistant project director to discuss their reactions and to make further suggestions.

4- To evaluate technical teaching competencies. A composite list of technical competencies needed by workers in entry, career and specialist jobs in the seven categories of distributive business included in the study was prepared. Since the same competency was required by a number of different jobs in several categories, a competency was listed only once even though when stated for a specific category it would be stated in terminology peculiar to that category. The language of the general merchandise field (department and variety stores) was used when a choice of terminology had to be made. Statements of 983 technical teaching competencies were listed. Below each statement the following code was used to indicate the level of job requiring the competency: X - entry level job; A - all job levels; Y - second level job; O - third level job. The respondents were requested to evaluate the relative importance of the competency for the distributive education teacher-coordinator by placing an "x" in one of the following columns: "Essential"; Highly Desirable"; "Desirable but not Essential." The following explanations were given regarding the meaning of terms used in the evaluation:

Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment but would not necessarily be competent in all possible fields.

Desirable, but not Essential (Nice to Know): Competencies that are deemed desirable, but are not considered essential either generally or in a specific line of merchandise.

The questionnaire, an excerpt of which is in Appendix B, was mailed to the respondents.

ANALYSIS AND INTERPRETATION OF THE FINDINGS

In this chapter, the analysis and interpretation of the findings will be confined to the concepts and generalizations concerning marketing and economics, the technical teaching competencies and the common core of competencies needed by workers in the seven categories of business included in the study. The supporting data, including critical tasks for each job studied, competencies needed to perform these tasks and a common core of competencies for each category are reported in the following volumes:

Volume II : Department Stores
Variety Stores
Volume III: Food Stores
Service Stations
Wholesaling
Volume IV : Hotels/Motels
Restaurants

It was assumed that a knowledge and understanding of basic concepts and generalizations concerning marketing and economics are essential for all distributive workers and therefore for all distributive education teacher-coordinators. Professor Warren Meyer and Professor Harland Samson, two members of the Committee of Consultants, evaluated the list of concepts and generalizations selected from the literature as major marketing and economic concepts. All of the statements included in the following list were considered "essential" by the consultants. Most of the statements are quoted verbatim and therefore should be credited to the source. The sources used in the development of concepts and generalizations concerning marketing and economics are listed on page 93. The analysis and interpretation of the technical teaching competencies continues on page 94 and is followed by the identified competencies in Tables 21-29.

CONCEPTS AND GENERALIZATIONS CONCERNING MARKETING AND ECONOMICS

Definitions:

1. Advertising - Any paid form of non-personal presentation and promotion of ideas, goods or services by an identified sponsor. (1)

2. Chain Store - A group of retail stores of essentially the same type, centrally owned and with some degree of centralized control of operation. (1)

3. Consumers' Goods - Goods destined for use by the ultimate household consumer and in such form that they can be used by him without further commercial processing. (1)

4. Convenience Goods - Those consumers' goods which the customer usually purchases frequently, immediately and with the minimum of effort. (1)

5. Department Store - A retail store which handles a wide variety of lines of goods, such as women's ready-to-wear and accessories, men's and boys' wear, piece goods, small wares and house furnishings, and which is organized into separate departments for purposes of promotion, service and control. (1)

6. Distribution - The term Distribution is synonymous with the term, Marketing. (1) See Marketing.

7. Industrial Goods - Goods which are destined for use in producing other goods or rendering services as contrasted with goods destined to be sold to the ultimate consumer. (1)

8. Market - (1) An aggregate composed of a prospective buyer (or buyers), and a seller (or sellers), that brings to focus the conditions and forces which determine prices. (2) The aggregate demand of the potential buyers of a commodity or service. (3) The place or area in which buyers and sellers function. (4) (as a verb) To perform business activities which direct the flow of goods and services from producer to consumer or user. (1)

9. Marketing - The performance of business activities that direct the flow of goods and services from producer to consumer or user. (1)

10. Merchandising - The planning involved in marketing the right merchandise or service at the right place, at the right time, in the right quantities and at the right price. (1)

11. Merchandising Control - The collection and analysis of statistical data of sales, stocks and pricing practices as a guide to the profitable purchase and sale of merchandise. (1)

12. National Brand - A manufacturer's or producer's brand usually enjoying wide territorial distribution. (1)

13. Net Profit-Net Gain-Net Income - Final income available for proprietary accounts (either before or after deduction of Federal and State Income Taxes as specifically indicated). It includes operating profit together with net other income. (1)

14. Operating Profit (For purposes of marketing) - Gross margin (gross profit) less operating expenses. (1)

15. Private Brands - Brands sponsored by merchants or agents as distinguished from those sponsored by manufacturers or producers. (1)

16. Retailer - A merchant or business establishment that sells mainly to the ultimate consumer. (1)

CONCEPTS AND GENERALIZATIONS CONCERNING MARKETING AND ECONOMICS

Definitions:

17. Retailing - The activities incident to selling to the ultimate consumer. (1)

18. Services - Activities or anticipated satisfactions which are offered for sale either as such or in connection with the sale of goods. (1)

19. Shopping Goods - Those consumers' goods which the customer in the process of selection and purchase characteristically compares on such bases as suitability, quality, price, and style. (1)

20. Specialty Goods - Those consumers' goods on which a significant group of buyers characteristically insists and for which they are willing to make a special purchasing effort. (1)

21. Specialty Store - A retail store that makes its appeal on the basis of a restricted class of shopping goods. (1)

22. Ultimate Consumer - One who buys and/or uses goods or services to satisfy personal or household wants rather than for resale or use in business, institutional, or industrial operations. (1)

23. Variety Store - A retail store that handles a wide assortment of goods usually of a low or limited price. (1)

24. Wholesaler - A merchant middleman who sells to retailers and other merchants and/or to industrial, institutional and commercial users but who does not sell in significant amounts to ultimate consumers. (1)

25. Economic System - The nature of economic life as a whole, proposed or actual, with particular reference to the ownership and use of property and the extent of government regulation and controls. (3)

26. Competition - The condition that exists in a market when there are an indeterminate number of traders all dealing in the same product and when no one dealer can demand or offer a quantity sufficiently large materially to affect the market place. (3)

27. Free Enterprise System - An economic system characterized by private ownership and initiative. Basic to a free enterprise, or capitalist, system is the concept of private property, the right of ownership and the base of wealth to earn income. (2)

28. Monopoly - A market structure with only one seller of a commodity. In pure monopoly, the single seller exercises absolute control over the market price at which he sells, since there is no competitive supply of goods on the market. (2)

29. Oligopoly - The condition that exists when there are so few sellers that the supply offered by any of them materially affects the market price. (3)

30. Capitalism - An economic system based primarily on private or corporation ownership of capital goods where investments are determined by private decision rather than government control, and where prices, production and distribution are determined mainly in the market. Term is synonomous with free enterprise system. (2)

31. Socialism - Involves the state ownership of natural resources and the means of production in basic industries. (11)

CONCEPTS AND GENERALIZATIONS CONCERNING MARKETING AND ECONOMICS

Definitions:

32. Communism - In pure form, involves the state ownership of both producers and consumers goods. (11)

33. Corporation - A voluntary organization of persons, either actual individuals or legal entities, legally bound together to form a business enterprise. (2)

34. Partnership - A type of business organization in which two or more persons agree on their contribution (capital and effort) and on the distribution of profits, if any. (2)

35. Cooperative - A voluntary organization engaged in an economic activity which is established, owned and operated by those persons who together will share the total benefit. (2)

36. Individual Proprietorship - A form of business organization in which one individual owns and manages, assumes all the risks of, and derives all the profits from an enterprise. (3)

Goals:

1. The goal of our economic system is a freely competitive pricing process that will permit the distribution of the greatest amount of goods and services produced and sold at lowest cost and lowest price. (6)

2. The major goals of the Western economic system are (1) individual freedom, (2) economic stability, (3) economic security,(4) economic growth, and (5) economic justice. (4)

3. The following economic freedoms are assured to us by our capitalistic system: (1) freedom of enterprise, (2) freedom of vocational choice, (3) freedom of competition, and (4) freedom to own property. (5)

4. The true goal of the American way of life is the creating of a self-disciplined, well-educated and spiritually oriented people. (10)

5. The American capitalistic system is the best possible socioeconomic system and the only one that can make the mass production distribution system work for the benefit of all. (10)

6. Our country maintains the highest standard of living the world has ever known. (6)

7. A mass distribution system requires people to run it who have grown up under a regime that teaches personal responsibility and self-discipline, qualities that can be acquired only in an atmosphere of freedom. (10)

8. A country's economic system must be adapted to national goals.

9. Business has a civic, social and moral responsibility to society.

Economic Resources:

1. The economic resources of a country are land, labor, capital and entrepreneurship. (6)

2. An entrepreneur is the man (or group of men) who organizes the use of the land, labor and capital for production purposes. (6)

CONCEPTS AND GENERALIZATIONS CONCERNING MARKETING AND ECONOMICS

Economic Resources:

3. Research and development has been a motivating force in the United States and has been beneficial not only to the industries directly concerned but to our entire economy. (6)

Economic Problems:

1. All economic systems (capitalist, communists or any other) face the same economic problems; different economic systems solve their problems differently. (11)

2. No economic system exists which is completely free or completely controlled.

3. Basic economic problems: insatiable wants of individuals; limited supply of resources to fill wants and needs. (4)

The Market as the Focus of the American Economy:

1. Market conditions determine what and how much will be produced and what will be consumed. (4)

2. Markets are made up of people: buyers, sellers and facilitating agents. (4)

3. All business depends on retail trading- a decline in retail sales means fewer sales for the wholesalers, and this in turn means fewer sales for the producer. (8)
4. Marketing functions are: (1) selling and advertising, (2) buying or assembling, (3) financing, (4) transporting, (5) storing, (6) risk bearing and (7) standardizing and grading. (4)

Influence on Prices:

1. Prices usually vary directly with demand; prices vary inversely with supply.

2. Influences on demand include such factors as (1) usefulness, (2) standard of living, (3) advertising, (4) salesmanship and (5) custom and traditions.

3. Supply is influenced by such factors as (1) cost of production, (2) government price ceilings;(3) competition; (4) labor disturbances; and (5) uncontrollable factors, such as floods, famine, war.

4. Factors such as volume of goods produced, volume of sales, development of new production and distribution procedures tend to reduce prices. (5)

The Role of the Individual:

1. The free choice of occupation and opportunity for advancement are inherent in the American free enterprise system. (5)

2. The individual, whether he works alone or whether he works on a team, is the most important asset in our American economy. (14)

3. A knowledge of economic realities is a requisite for a capable worker, salesman, manager, consumer and voter. (15)

CONCEPTS AND GENERALIZATIONS CONCERNING MARKETING AND ECONOMICS

The Role of the Individual:

4. Economic decisions will be conditioned by the social philosophy and economic convictions of the individual. (15)

5. The survival of human freedom rests upon the ability of the American people to understand, value and protect the basic principles of freedom and personal initiative upon which our society is founded. (15)

6. Salable skills are crucially needed in a dynamic economy. (4)

Role of Government:

1. Government regulations in the field of marketing have two major objectives: (1) to maintain competition and (2) to regulate economic activities affecting the public welfare. (4)

2. A series of antitrust laws have been enacted by Congress to outlaw monopoly. (8)

Role of Financial Institutions:

1. The Federal Reserve System regulates the supply of money in our economy in order to decrease money supply when inflation threatens and to increase money supply when recession threatens. (4)

2. Financial institutions facilitate expansion of productive capacity of firms and purchasing power by consumers. (4)

Role of Consumer:

1. Unless the ultimate consumer has the desire and money to consume commodities, they will not be consumed either industrially or privately. (5)

2. "The customer is king" in that his needs, wants and preferences dictate what goods and services business will produce and what services his government will supply. (14)

3. Well educated consumers are of vital importance to economic growth. (14)

4. It is the demands of individual consumers, coupled with the desire of businessmen to maximize profits and the desire of individuals to maximize their incomes which together determine what shall be produced and how resources are used to produce it. (11)

5. In a basically private enterprise economy, consumers' money demands largely determine what is produced. (11)

6. Private business and government agencies have exerted influence regarding the protection of the consumer. (5)

The Role of Profits:

1. Profits contribute to the advancement and growth of a business and to society.

2. The desire of a firm to make profits usually leads to efficient use of resources in production.

CONCEPTS AND GENERALIZATIONS CONCERNING MARKETING AND ECONOMICS

The Role of Profits:

3. The profit incentive is the driving force of our American capitalistic economy.

4. The profit motive, operating under competitive pressures, largely determines how goods are produced. (11)

Role of Competition:

1. Competition encourages business to promote the search for new and efficient ways of doing things.

2. Competition is good in that: (1) it improves quality and reduces consumer prices, (2) prevents the producer from taking unfair advantage of the worker, (3) results in progress from improved techniques of production and distribution, (4) raises living standards. (4)

3. Competition is the primary regulator of economic activities. (9)

International Trade:

1. Our trade in goods and services with other countries includes: merchandise transactions, military transactions, and transactions in such services as (1) travel, (2) transportation, (3) miscellaneous services and (4) income on investments. (16)

2. The purposes of tariffs include: Protecting new industries, providing economic self-sufficiency in time of war, protecting jobs and wages of domestic workers, providing a source of government revenue, promoting trade with particular countries through reciprocal trade agreements which reduce or eliminate tariffs. (4)

3. Our foreign transactions include: trade in goods and services, private capital investments, remittances and pensions, and U. S. government grants and capital transactions. (16)

Labor - Management Relationships

1. Labor productivity is the foundation for high American wages and generally for the high American standard of living. (11)

2. Labor productivity includes not only the efforts of labor, but equally the efforts of management and the contributions of natural resources and man-made capital. (11)

3. Job security for the worker depends upon profitable operation. (15)

4. Technological improvements may require some workers to learn new skills and to move to other industrial centers. (19)

5. The Gross National Produce (GNP) is the primary yardstick of our economy since it measures the total production of both public and private output in the United States. (14)

6. Good labor-management relationships are vital to a dynamic economy.

CONCEPTS AND GENERALIZATIONS CONCERNING MARKETING AND ECONOMICS

Hoving's Thirteen Principles of Distribution:
(10)

1. That the man who makes the product must be one of its major consumers.

2. That unless a worker is paid a wage that rises steadily, there can be no steady rise in the distribution pattern.

3. That the one-price principle is an important key element in moving goods through the pipeline of distribution into the consumer's hands.

4. That one of the great strengths of the American economy lies in the principle of compulsory competition.

5. That a free but competitive press undergirds the American economic system.

6. That advertising is one of the strongest forces creating prosperity in the United States.

7. That fashion is one of the most powerful economic elements in the distribution cycle.

8. That mass distribution is dependent on the wide use of the bank check.

9. That consumer credit is essential to the mass distribution of goods.

10. That provision for consumer services is essential to the sale of such items as automobiles, washing machines, lawn mowers and television sets.

11. That mass distribution is dependent upon mass transportation that is rapid and efficient.

12. That salesmanship is one of the most important elements in mass distribution.

13. That all types of work in distribution are on as high a level as any of the other occupations.

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The evaluation of technical teaching competencies (subject matter know-how) needed by the high school distributive education teacher-coordinator to develop competencies needed by distributive workers in seven categories of distributive business shows that most of the competencies needed by distributive workers are considered either essential or highly desirable for the D. E. teacher-coordinator. The following analysis shows that the area of the competency influenced the consultants' evaluations as to relative importance.

In the advertising area 11 knowledges and understandings were considered "essential," 18 were considered "highly desirable" and 8 were considered "desirable, but not essential"; 4 skills were considered "essential," 15 were considered "highly desirable" and 3 were considered "desirable, but not essential"; 22 attitudes were considered "essential" and 11 were considered "highly desirable." Competencies related to principles of advertising and to the use of advertising in selling were rated more important for the teacher-coordinator than the technical skills required of an advertising specialist.

In the communications area 11 knowledges and understandings were considered "essential" and 10 were considered "highly desirable"; 11 skills were considered "essential," 15 were considered "highly desirable" and 4 were considered "desirable, but not essential"; 18 attitudes were considered "essential," 9 were considered "highly desirable" and 1 was considered "desirable, but not essential." All but 5 of the competencies regarding communications related to the jobs of distributive workers were considered "essential" or "highly desirable."

In the display area 25 knowledges and understandings were considered "essential," 2 were considered "highly desirable" and 6 were considered "desirable, but not essential"; 2 skills were considered "essential," 21 were considered "highly desirable" and 9 were considered "desirable, but not essential"; 17 attitudes were considered "essential" and 7 were considered "highly desirable." The consultants gave greater importance to competencies involving the application of principles of display than to competencies involving specialized technical skills.

In the human relations area 19 knowledges and understandings were considered "essential" and 1 was considered "highly desirable"; 17 skills were considered "essential" and 10 were considered "highly desirable"; 23 attitudes were considered "essential" and 16 were considered "highly desirable." All of the competencies related to human relations were considered either "essential" or "highly desirable."

In the mathematics area 3 knowledges and understandings were considered "essential" and 7 were considered "highly desirable"; 12 skills were considered "essential," 20 were considered "highly desirable" and 1 was considered "desirable. but not essential"; 6 attitudes were considered "essential." These mathematical competencies are those directly related to the tasks performed by the distributive workers included in this study.

In the merchandising area 11 knowledges and understandings were considered "essential," 22 were considered "highly desirable," and 4 were considered "desirable. but not essential; 8 skills were considered "essential," 26 were considered "highly desirable," and 7 were considered "desirable but not essential"; 18 attitudes were considered "essential" and 7 were considered "highly desirable." The consultants rated the majority of the knowledges and skills as "highly desirable" rather than "essential," since many of these competencies are required by workers at the mid-management level.

In the product and/or service area 19 knowledges and understandings were considered "essential," 25 were considered "highly desirable" and 2 were considered "desirable but not essential"; 9 skills were considered "essential," 20 were considered "highly desirable," and 6 were considered "desirable, but not essential"; 13 attitudes were considered "essential" and 1 was considered "highly desirable." The consultants considered all except 6 of these competencies as "essential" or "highly desirable." These six were stated in the specific terminology of the restaurant or hotel/motel category.

In the operations and management area 24 knowledges and understandings were considered "essential," 50 were considered "highly desirable " and 11 were considered "desirable, but not essential"; 6 skills were considered "essential," 32 were considered "highly desirable " and 18 were considered "desirable, but not essential"; 58 attitudes were considered "essential" and 12 were considered "highly desirable." In this area, the majority of knowledges and understandings were rated"highly desirable," whereas the large majority of attitudes were rated "essential."

In the selling area 33 knowledges and understandings were considered "essential," 23 were considered "highly desirable " and 1 was considered "desirable, but not essential"; 35 skills were considered "essential," 19 were considered "highly desirable " and 2 were considered "desirable,but not essential"; 57 attitudes were considered "essential" and 9 were considered "highly desirable." The importance of competencies in the selling area was emphasized by the fact that all but 3 of the knowledges and skills were considered "essential" or "highly desirable."

Tables 21 - 29 show the relative importance of technical competencies for the high school distributive education teacher-coordinator as evaluated by selected distributive teacher educators. It is necessary to read "knowledge of" or "understanding that" before each of the statements classified under knowledge or understanding.

TABLE 21
TECHNICAL TEACHING COMPETENCIES IN THE AREA OF ADVERTISING

	Relative Importance+		
	Essential*	Highly Desirable**	Desirable, but not Essential***
Knowledge of or Understanding that:	1	2	3
1. The uses of promotional and institutional advertising.	X		
2. The types of media that are available for advertising-periodicals (newspapers, magazines, trade journals), mass media (radio, t.v., billboards) and direct advertising (catalogs, circulars, letters).	X		
3. The prices, available sizes, colors, styles or models of merchandise being advertised in order to better promote or sell.		X	
4. The merchandise features to analyze when making comparison shoppings of a competitor's merchandise.		X	
5. The factors to consider when checking advertising proofs for corrections.	X		
6. The purposes of ad illustrations.	X		
7. The relative cost of advertising in various media.		X	

+ Relative importance which selected distributive education teacher educators placed on the technical teaching competency for the high school distributive education teacher-coordinator.

* Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

** Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment but would not necessarily be competent in all possible fields.

*** Desirable, but not Essential (Nice to Know): Competencies that are deemed desirable, but are not considered essential either generally or in a specific line of merchandise.

TABLE 21 (continued)

	Relative Importance^{+}		
	Essential *	Highly Desirable * *	Desirable but not Essential ***
Knowledge of or Understanding that:	1	2	3
8. The procedures for handling mail and telephone orders in response to ads.		X	
9. The various methods which can be used to inform customers of special events.		X	
10. The procedure for preparing an advertising budget and schedule that will apportion ad money for its most effective use.	X		
11. The purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume and introduce new products.	X		
12. The significance of brand names in that they are likely to create customer preference and establish a company or product in the public mind.	X		
13. The types of information or events which might be of interest to the public from a public relations or publicity standpoint.		X	
14. The supply of merchandise available to back up an ad effectively.		X	
15. The ways in which past advertisements can be helpful in planning future ads.		X	
16. How to select merchandise for advertising that is both seasonal and timely.	X		
17. An appealing advertising headline gains the customer's attention	X		
18. How to tie together advertising, sales promotion and public relations programs in an effort to bring the business to the attention and consideration of the largest possible number of prospective customers.	X		
19. How to secure or prepare good illustrations that will maintain a customer's interest in an ad.		X	

TABLE 21 (continued)

	Relative Importance^{+}		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Knowledge of or Understanding that:	1	2	3
20. How to evaluate the effectiveness of various advertising media for merchandise being advertised.		X	
21. How to adapt to one's own business merchandising aids and sales improvers such as money games and premiums sponsored by petroleum suppliers.		X	
22. The ways to make the best use of manufacturers' or suppliers' brochures and pamphlets to keep customers informed of new products, new product uses, manufacturers' games and contests.		X	
23. How to conduct effective neighborhood solicitation campaigns.	X		
24. How to channel material with news interest to the press, taking advantage of publicity stories.		X	
25. How to make personal sales calls in an effort to increase business.		X	
26. How to use "piped-in" music for guest rooms, dining areas and public rooms to help create a desired image.			X
27. How to attract customer interest by attractively displaying the restaurant menu outside for the customer to inspect before entering.			X
28. How to design or select placemats that are serviceable, attractive and reflective of the restaurant's image.			X
29. How to develop and promote a "specialty-of-the-house" that customers will associate with one particular restaurant, be willing to return for and spread the word to others.			X
30. How to provide and promote dining facilities for children that will encourage more families to dine out.			X

TABLE 21(continued)

	Relative Importance +		
	Essential *	Highly Desirable* *	Desirable but not Essential* *
Knowledge of or Understanding that:	1	2	3
31. How to plan and promote banquet facilities and special group menu prices.			X
32. How to make use of food items such as cakes and pies to recognize birthdays and anniversaries of guests in an effort to win loyalty to the restaurant.			X
33. How to promote good public relations by offering hotel/motel facilities as the meeting place for community charity efforts such as Boy Scouts and YMCA.			X
34. The uses of color in advertising.		X	
35. The methods of printing.		X	
36. State and federal laws regarding packaging.		X	
37. Causes of product shrinkage and legal provisions for packaging these products involved.		X	
Skill:	1	2	3
1. In keeping personnel informed of sales promotion activities within the store.	X		
2. In studying specific information in ads and using the advertised facts effectively in selling.	X		
3. In evaluating the effectiveness of advertising in terms of sales and costs.	X		
4. In working effectively with advertising and display departments to plan and carry out special advertising or display within the department.		X	
5. In correctly informing customers of the location of advertised merchandise within the stores.		X	

TABLE 21 (continued)

	Relative Importance$^+$		
	Essential*	Highly Desirable**	Desirable but not Essential***
Skill:	1	2	3
6. In preparing information for advertising copy that will create customer desire.		X	
7. Ability to use promotional, institutional or a combination of promotional and institutional advertising to best promote merchandise, services and store image.	X		
8. Ability to select merchandise for advertising that is seasonal and timelv.		X	
9. In analyzing past advertisements for their effectiveness and for guidance in planning future ads.		X	
10. Ability to prepare an advertising budget and schedule for a department which apportion ad money for its most effective use.		X	
11. Ability to inform customers of special events or promotions within the store.		X	
12. In checking advertising proofs for corrections, omissions and additions.		X	
13. Ability to make comparison shoppings of a competitor's merchandise.		X	
14. In selecting the best medium for the type advertising to be done.		X	
15. In coordinating national or chain advertising with the on-floor selling activities.		X	
16. In planning an advertising program that will best meet the needs of all the departments in the store.		X	
17. In selecting timely items and designing circulars for advertising in the local neighborhood or community.		X	

TABLE 21 (continued)

	Relative Importance⁺		
	Essential*	Highly Desirable* *	Desirable* but not * Essential* *
Skill:	1	2	3
18. In developing ad layouts.			X
19. In writing advertising copy.			X
20. An ability to select advertising media best suited to the product, merchandise or service being advertised.		X	
21. Ability to develop or select ad illustrations which will best create interest and desire for the merchandise being advertised.		X	
22. Ability to select type for an ad which compliments the merchandise being advertised.			X
Attitude:	1	2	3
1. That although the ultimate goal of advertising is to sell goods and services the salesperson usually completes the sale.	X		
2. That good advertising will help increase sales for a department or store, creating interest and desire in customers.	X		
3. That an awareness of competitors' advertised merchandise - its prices and competitive selling features - is beneficial in selling one's own merchandise.	X		
4. That the available quantities of advertised merchandise should be checked before an ad breaks.	X		
5. That advertising helps to build customer loyalty for the store and for individual departments.	X		
6. That advertising presells goods and services to the customer making the customer easier to sell once she is in the store.	X		
7. That advertising helps stabilize volume by maintaining interest during a slow selling period (example- white sales in January).	X		

TABLE 21 (continued)

	Relative Importance$^+$		
	Essential*	Highly Desirable*	Desirable* but not Essential*
Attitude:	1	2	3
8. That effective advertising builds goodwill in customers.	X		
9. That advertising can produce immediate sales or create a favorable attitude toward the store for future sales.	X		
10. That advertising, should be supplemented by attractive displays, and an efficient sales force.	X		
11. That it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.	X		
12. That advertising's effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.	X		
13. That newspaper advertising must be read in order to keep informed of the advertising done by one's own store and its competitors.	X		
14. An appreciation for advertising in its role as mass seller, bringing together buyer and seller and helping promote mass distribution for an economy geared to mass production.	X		
15. That past advertisements should be analyzed for their effectiveness and as a guide in planning future ads.	X		
16. That advertising is a form of preselling - a tool which catches attention, arouses interest, creates desire and induces action.	X		
17. That in redeeming manufacturers' coupons the store promotes customer loyalty.		X	
18. That demonstrations of products or free samples given to customers within the store are a valuable form of promotion for both the manufacturer and the store involved.		X	

TABLE 21 (continued)

	Relative Importance$^+$		
Attitude:	Essential* 1	Highly Desirable* 2	Desirable but not Essential* 3
19. That shopping carts are not only a customer convenience but are locations where signs can be placed reminding customers of advertised or featured items.		X	
20. That some of the best promotion for a hotel or motel comes from publicity stories.		X	
21. That "guest-history" records are valuable not only in serving guests on return visits but also in direct-mail and other promotional efforts.		X	
22. That personal sales calls will help create an interest in the hotel or motel in the local community.		X	
23. That advertising plans and schedules should be based on factual information and sound judgment.	X		
24. That the creation of a desirable image can often be enhanced with a certain trademark or other easily identifiable symbol.	X		
25. That restaurant personnel supplement advertising with a neat appearance, kind actions, interest and enthusiasm.	X		
26. That a telephone call to an individual customer to inform him of a special dish or menu in which he might be interested is often a rewarding form of advertising or sales promotion.		X	
27. That offering customers recipes of special dishes or food items helps to promote the restaurant.		X	
28. That one of the most effective kinds of restaurant advertising is the "word-of-mouth" advertising done by satisfied customers.	X		

TABLE 21 (continued)

	Relative Importance^{+}		
	Essential*	Highly Desirable*	Desirable but not Essential*
Attitude:	1	2	3
29. A feeling that the store sponsorship of certain community events such as Girl Scout Week and Easter egg hunts will stimulate customer loyalty.		X	
30. That restaurant advertising can provide information about the location and facilities of food service, kinds of food service provided, hours of service, food, menu and prices.		X	
31. That in addition to newspaper and radio advertising, billboards, entrance signs, theater programs, leaflets and table cards, novelties such as matchbooks, menus and favors are also most effective ways for a restaurant to advertise.		X	
32. That a preplanned advertising program will best meet the needs of the entire store.	X		
33. That advertising, to be successful, must be believed by the customer.	X		

TABLE 22
TECHNICAL TEACHING COMPETENCIES IN THE AREA OF COMMUNICATIONS

	Relative Importance+		
	Essential*	Highly Desirable**	Desirable but not Essential***
Knowledge of or Understanding that:	1	2	3
1. How to suggest changes to management.	X		
2. How to use written communications in forms and reports.	X		
3. The correct forms used in business letter writing.		X	
4. How to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.	X		
5. How to communicate with others in order to motivate them to work willingly.	X		
6. How to interview charge account applicants tactfully obtaining all necessary data.		X	
7. The differences that exist in communications used in selling over the telephone and over the counter.		X	
8. The approaches which can be used in assigning duties and delegating authority so that everything is completely clear.	X		
9. The situations in which to use a technical language or commonly understood language.		X	

+ Relative importance which selected distributive education teacher educators placed on the technical teaching competency for the high school distributive education teacher-coordinator.

* Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

** Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment but would not necessarily be competent in all possible fields.

*** Desirable, but not Essential (Nice to Know): Competencies that are deemed desirable, but are not considered essential either generally or in a specific line of merchandise.

TABLE 22 (continued)

		Relative Importance^{+}		
		Essential*	Highly Desirable*	Desirable* but not Essential*
Knowledge of or Understanding that:		1	2	3
10.	When to keep communications confidential.	X		
11.	How to quickly and effectively brief the staff before dining hours on menu terms, which items are ready to be served and which items require additional preparation time.		X	
12.	Adult training classes offered for store employees and distributive workers by the local public school system and other agencies in the community.		X	
13.	The important benefits - both short and long-range derived from keeping the public as much aware of the store's image as possible.	X		
14.	To control grievances within the organization, employees should be given timely information concerning policies and procedures.	X		
15.	The hotels or motels, points of interest or entertainment in the vicinity that guests might enjoy.		X	
16.	The supervisor in his contact with new customers, new employees, new vendors and new situations must bring the organization's general policies down to specifics.		X	
17.	Communications in assigning work means a constant striving for clarity.	X		
18.	Valuable information can be gained by reading manufacturer's handtags, labels, directions, etc.	X		
19.	Since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretation can be made by individual listeners.	X		
20.	How to work compatibly with other hotels and motels so that overflow business can be referred from one to the other.		X	

TABLE 22 (continued)

	Relative Importance+		
	Essential*	Highly * Desirable*	Desirable* but not * Essential*
Knowledge of or Understanding that:	1	2	3
21. How to tactfully inquire of a departing guest if any recent charges have been made that might not yet have reached his account.		X	
Skill:	1	2	3
1. In using the telephone correctly and most effectively.	X		
2. In receiving or giving telephone orders, complaints and messages.	X		
3. In satisfactorily handling customer inquiries for general information.		X	
4. In interpreting store policies to customers.		X	
5. In interpreting monthly billing statements to customers.		X	
6. In listening to and following directions.	X		
7. In using the terminology of distribution and developing a vocabulary descriptive of the product or service being sold.		X	
8. In writing point-of-sale sign copy which is effective in conveying a sales message to the customer.			X
9. In effective use of speech and vocabulary.	X		
10. In selecting and using words suitable to the nature of the article of merchandise or service being sold.	X		
11. In interpreting management's policies to employer and employees' problems to management.		X	

TABLE 22 (continued)

	Relative Importance+		
	Essential*	Highly Desirable*	Desirable* but not Essential*
Skill:	1	2	3
12. In writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.	X		
13. In writing purchase orders legibly so that errors in quantities, shipping, pricing information, etc. can be eliminated.		X	
14. In communicating effectively with customers, co-workers and supervisors.	X		
15. In interpreting and explaining time payment principles that apply to various credit arrangements.			X
16. In compiling several reports into a composite report, statement or presentation for management.		X	
17. In listening to customers' names and addresses and writing them correctly.		X	
18. In writing grammatically correct, attention-getting advertising copy.		X	
19. In developing descriptive phrases and sentences to be used in selling the merchandise in the department or store.	X		
20. In writing informative and effective business letters.		X	
21. In helping customers to fill out credit application forms.		X	
22. In communicating a sufficient understanding of the terms and limits of different type accounts to credit applicants.			X
23. In determining the reason for a customer's complaint on billing, adjusting the complaint and tactfully informing the customer of the adjustment.			X

TABLE 22 (continued)

	Relative Importance$^+$		
	Essential*	Highly Desirable*	Desirable* but not Essential*
Skill:	1	2	3
24. Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.	X		
25. Ability to assist with training or teaching others.	X		
26. Ability to convey directions and instructions clearly to employees.	X		
27. Ability to conduct effective department employee meetings.		X	
28. Ability to interpret to management the progress of a certain department, system or function within the store.		X	
29. Ability to stimulate customer interest with trademark slogans, similes, etc.		X	
30. In translating technical words concerning an item of merchandise into the customer's language.		X	
Attitude:	1	2	3
1. That the ability to communicate skillfully in good English is essential to a person's business advancement.	X		
2. That poor or awkward grammar lowers store personnel, store image and merchandise value in the estimation of the customer.	X		
3. That an intra-store news medium is an excellent way to keep employees informed of changing policies, individual and employee activities and coming events.		X	
4. That in distributive occupations the "spoken word" is an important tool of the trade.	X		

TABLE 22 (continued)

	Relative Importance$^+$		
	Essential*	Highly Desirable*	Desirable* but not Essential*
Attitude:	1	2	3
5. That active membership in trade associations provides excellent opportunities for learning of trends and advanced methods in department store operations.		X	
6. An awareness that fashion and style information, product knowledge and business trends can be obtained by reading trade and business journals and publications.	X		
7. An awareness that the voice can be used to express conviction and convey confidence.	X		
8. That the tone of voice can express sincere welcome and eagerness to be of service.	X		
9. An appreciation of the value of correct enunciation and pronunciation in speaking.	X		
10. An awareness that the use of terms of "endearment" lowers the merchandise, the salesperson and the store's image in the estimation of the customer.		X	
11. A belief that the voice is an important medium through which selling is accomplished.	X		
12. A feeling that voice tone quality enhances the value of the merchandise described.		X	
13. An awareness of the importance of adequate merchandise knowledge in telephone selling.	X		
14. That by listening "with a sensitive ear" one can often detect true sources of complaints or grievances among store personnel.		X	
15. An awareness that nothing is quite so important or contagious as enthusiasm - for the store, for the merchandise and for customers.	X		

TABLE 22 (continued)

	Relative Importance+		
	Essential*	Highly * Desirable*	Desirable* but not * Essential*
Attitude:	1	2	3
16. A belief that an important phase of management's responsibility in any organization is communication.	X		
17. Belief that communication must be a two-way process between management and employees.	X		
18. A realization that even in the most skillfully constructed communications misinterpretations will develop.	X		
19. Belief that management has a responsibility to keep informed of technical advances and new methods in marketing and distribution by reading trade journals and publications.	X		
20. A realization that first impressions are important to the business and last impressions are longest remembered.	X		
21. Awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.	X		
22. Recognizes authorities in the field when assembling data on a particular retailing or distributive topic.		X	
23. A realization that gestures help convey feelings in spoken communications.	X		
24. That attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.		X	
25. A belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.	X		
26. Belief that since retail business organizations have many common goals and problems, they should maintain cordial working relationships which will permit a flow of ideas among them.		X	

TABLE 22 (continued)

	Relative Importance$^+$		
	Essential*	Highly * Desirable*	Desirable* but not * Essential*
Attitude:	1	2	3
27. That periodic dealer meetings offer an excellent opportunity to exchange business operations and promotion ideas with other service station management.		X	
28. That the "front operation" must be supplied with price lists (and price changes) on produce items not pre-priced or pre-weighed from the produce department.			X

TABLE 23
TECHNICAL TEACHING COMPETENCIES IN THE AREA OF DISPLAY

	Relative Importance[+]		
	Essential*	Highly Desirable**	Desirable but not Essential***
Knowledge Of or Understanding That:	1	2	3
1. How to develop copy for point-of-sale signs.		X	
2. The procedures for having point-of-sale signs printed.		X	
3. The use of various types of display fixtures for the most advantageous display of merchandise.		X	
4. How to employ seasonal or storewide themes in department displays.		X	
5. How to prepare merchandise for display by pressing garments, accessorizing outfits, etc.		X	
6. The housekeeping procedures necessary for the proper upkeep of department displays of merchandise.		X	
7. The various types or arrangements of displays (pyramid, stairstep, etc.) which can be used in window or interior displays or merchandise.		X	
8. The principles of color, harmony, balance and proportion in display construction.	X		
9. The uses of price cards as "silent salesmen."	X		

[+] Relative importance which selected distributive education teacher educators placed on the technical teaching competency for the high school distributive education teacher-coordinator.

* Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

** Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment but would not necessarily be competent in all possible fields.

***Desirable, but not Essential (Nice to Know): Competencies that are deemed desirable, but are not considered essential either generally or in a specific line of merchandise.

TABLE 23 (continued)

Relative Importance$^+$

Knowledge Of or Understanding That:	Essential* 1	Highly Desirable* 2	Desirable* but not Essential* 3
10. The ways to letter and design a simple sign.		X	
11. How to use backgrounds in display construction that enhance, not detract, from the merchandise.		X	
12. How to design and construct display fixtures.			X
13. How to plan and schedule displays and display themes in advance.		X	
14. The ways to use display-lighting techniques most effectively.		X	
15. Current fashion andmerchandise information necessary for effective and timely display.		X	
16. The best locations within the store or department to place displays.		X	
17. The uses which can be made of manufacturers' display aids.		X	
18. The principles of mass display.		X	
19. The best arrangements for advertised merchandise on counters, tables or shelves.		X	
20. The ways to develop displays that feature merchandise as near by as possible to the way it will be used.		X	
21. How to store and record the location of display fixtures or supplies so they are accessible for future use.			X
22. How to dress mannequins for displays.			X
23. How to handle customer requests for clothes on mannequins or other merchandise on display.		X	
24. How to develop display signs for self-service or self-selection fixtures that provide the customer with the key features and selling price of the merchandise.		X	
25. How to use available display space to the best advantage.		X	
26. How to use pre-packaging of produce, fruits and meats to insure peak freshness and protect items from excessive damage and spoilage.			X
27. How to obtain maximum customer exposure to merchandise by arranging temporary displays of featured or sale items in other than normal department locations.		X	

TABLE 23 (continued)

		Relative Importance+		
		Essential*	Highly Desirable* *	Desirable* but not * Essential*
Knowledge Of or Understanding That:		1	2	3
28.	How to use departmental signs as sales stimulators, presenting customers with product information and recipe suggestions.		X	
29.	How to use special displays to help balance over-stocked conditions without necessarily marking down products.		X	
30.	How to use cartons, cases and boxes effectively in building special displays.		X	
31.	How to create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.		X	
32.	How to use the stacking technique, dumping technique or cut-case technique to build displays.			X
33.	How to place food on the table in a appetizing arrangement.			X
Skill:		1	2	3
1.	In arranging counter displays of merchandise.	X		
2.	In arranging attractive window displays.		X	
3.	In rearranging or replacing merchandise sold from interior displays.		X	
4.	In selecting merchandise for display that is seasonal and timely.		X	
5.	In displaying merchandise as it can be used.		X	
6.	In scheduling and featuring merchandise in displays at the same time it is being advertised.	X		
7.	In dismantling displays so that neither the merchandise nor the fixtures will be damaged.		X	
8.	In developing the display arrangements for special events such as fashion shows, store-sponsored Christmas parades, etc.		X	
9.	In planning and developing major or seasonal storewide display themes.		X	
10.	In sketching and designing preliminary display sets.			X

TABLE 23 (continued)

	Relative Importance$^+$		
Skill:	Essential* 1	Highly Desirable* 2	Desirable* but not Essential* 3
11. In constructing difficult display fixtures or backgrounds.			X
12. In using mass display in setting up displays of large quantities of merchandise.		X	
13. In dressing mannequins for displays.		X	
14. In using display-lighting techniques most effectively.		X	
15. In developing display signs for self-service or self-selection fixtures that provide the customer with the key features and selling price of the merchandise.		X	
16. In maintaining records of displays that can be used later as idea stimulators when similar merchandise is being displayed again.			X
17. In using manufacturers' display aids with discretion.		X	
18. In using the best selling locations within the store or department to place effective displays.		X	
19. In using related item or logical grouping display to make it easier for the customer to shop.		X	
20. In designing and constructing display fixtures.			X
21. In using price cards to emphasize the price of merchandise being shown.		X	
22. Ability to construct background displays that will enhance, not detract from, the merchandise.			X
23. Ability to letter and design a simple sign.		X	
24. In using color, harmony, balance and proportion in display construction.		X	
25. In obtaining and using current fashion and merchandise information necessary for effective and timely display.		X	
26. In using various arrangements of merchandise in window or interior displays.		X	
27. In using various types of display fixtures for the most effective display of merchandise.		X	
28. In developing copy for point-of-sale signs.		X	
29. Ability to determine when to dismantle and replace major displays when the "cleaning-up" of the remaining items can best be done in a side display.			X

③

TABLE 23 (continued)

	Relative Importance+		
	Essential*	Highly Desirable*	Desirable* but not Essential*
Skill:	1	2	3
30. Ability to arrange a plate of food in an appealing way.			X
31. In developing dining room lighting arrangements that will create a certain "atmosphere" or dining mood.			X
32. In preparing a typical dish for display as it has been advertised.			X
Attitude:	1	2	3
1. That good display of merchandise is a prime factor in developing a customer's interest.	X		
2. That the more customer exposure merchandise has the more sales it should produce.	X		
3. That self-selection merchandise must be properly signed or identified for greatest ease in customer selection.	X		
4. That good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.	X		
5. That displays tied in with local activities or seasonal events will create a favorable impression in the community.	X		
6. That displays should reflect the character of the store in both quantity and quality.	X		
7. That displays should be changed often to maintain interest from customers.	X		
8. That open-back windows exposing an attractively displayed interior have a strong attracting power over passing customers.	X		
9. That customers through their past selections actually determine where merchandise should be located in open displays.		X	
10. That color plays an important part in the customer's acceptance of merchandise.	X		
11. That window or prime interior display space should not be used to dispose of slow-selling merchandise.	X		
12. That effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.	X		

TABLE 23 (continued)

	Relative Importance$^+$		
	Essential*	Highly * Desirable*	Desirable* but not * Essential*
Attitude:	1	2	3
13. That window display of merchandise should feature merchandise in which the public has demonstrated an interest.		X	
14. That an item of merchandise should be alloted display space based on its sales volume.	X		
15. That special displays can create a favorable price-image in the minds of customers.	X		
16. That clean store display windows enhance the merchandise being shown.	X		
17. That display merchandise not quickly returned to selling departments usually increases inventory shortages.	X		
18. That attending display trade shows helps the manager purchase needed and desirable display fixtures, supplies and equipment.		X	
19. That the preparation for and setting up of displays must be supervised and approved for adherance to store promotional policies.		X	
20. That display requests from individual departments must be analyzed and correlated with the program of the advertising department.		X	
21. That supplier representatives can often be helpful in suggesting or designing new display arrangements for products.		X	
22. That when purchasing display supplies or fixtures the store's image must be considered.		X	
23. That good display (or visual merchandising) plays a major role in the volume movement of goods.	X		
24. That increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.	X		

TABLE 24
TECHNICAL TEACHING COMPETENCIES IN THE AREA OF HUMAN RELATIONS

		Relative Importance+		
		Essential*	Highly Desirable**	Desirable*** but not Essential
	Knowledge of or Understanding that:	1	2	3
1.	How to get results through people by practicing effective human relations.	X		
2.	The factors which appear to affect employee morale.	X		
3.	How to dress appropriately for the job and maintain a well-groomed appearance.	X		
4.	How to build morale in employees.	X		
5.	How to recognize the accomplishments of others.	X		
6.	How to develop and maintain a pleasant working environment.	X		
7.	How to be orderly and systematic.	X		
8.	How to show an interest in others.	X		
9.	How to build sound working relationships in "forced" associations.	X		
10.	How to motivate others for best performance.	X		
11.	The evidences of poor morale - high personnel turnover, numerous grievances, increased absenteeism and tardiness, restriction of output and tardiness.	X		
12.	Morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.	X		

+ Relative importance which selected distributive education teacher educators placed on the technical teaching competency for the high school distributive education teacher-coordinator.

* Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

** Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment but would not necessarily be competent in all possible fields.

***Desirable, but not Essential (Nice to Know): Competencies that are deemed desirable, but are not considered essential either generally or in a specific line of merchandise.

TABLE 24 (continued)

	Relative Importance[+]		
	Essential*	Highly Desirable* *	Desirable* but not Essential* *
Knowledge of or Understanding that:	1	2	3
13. Supervisors or managers accomplish results by encouraging employees to work toward mutually beneficial objectives.	X		
14. A positive attitude is usually reflected in one's work.	X		
15. The supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.	X		
16. Human relations in the retail organization consists of an interdependence with fellow employees, supervisors and customers.	X		
17. Personnel usually understand and comply more readily with policies and procedures which they have helped develop.	X		
18. Employees will comply more readily with policies they understand.	X		
19. How to tactfully explain to guests the approximate waiting time for table arrangements and make the wait as pleasant as possible.		X	
20. The ways to effectively handle difficult customers.	X		
Skill:	1	2	3
1. In developing and maintaining harmonious relationships with other employees.	X		
2. In sponsoring new employees in the department or store.	X		
3. In working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.	X		
4. In maintaining an objective point of view in problem situations.	X		
5. In maintaining good health for effective job performance.	X		
6. In developing personality traits necessary for successful job performance.	X		
7. In representing the business favorably to customers and outside business associates.	X		
8. In adapting to the personality and needs of customers.	X		

TABLE 24 (continued)

		Relative Importance$^+$		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
Skill:		1	2	3
9.	In avoiding misrepresentations of people, products and policies.	X		
10.	In selecting the right person to do a job, giving clear instructions and seeing that instructions are properly carried out.	X		
11.	In interviewing employees regarding corrections and grievances.		X	
12.	Ability to determine tactfully the number of people in the party when considering seating arrangements.		X	
13.	In training employees and following-up on the effectiveness of training.	X		
14.	In exercising self-control during trying situations.	X		
15.	In accepting criticism and turning it into a character-building element.	X		
16.	In demonstrating initiative and creativity.	X		
17.	Ability to determine which applicants shall be employed in order to best carry out business objectives.		X	
18.	Ability to follow through on the initial experiences of new employees, determining whether they are to be retrained, transferred or released.		X	
19.	Ability to evaluate the abilities, interests and performance of employees in relation to possible advancement.		X	
20.	Ability to capitalize on the talents and attributes of employees both to their benefit and that of the business's.		X	
21.	In adjusting to change.	X		
22.	Ability to understand one's self.	X		
23.	In generating enthusiasm toward people.	X		
24.	Ability to seat guests according to procedures established by restaurant management.		X	
25.	Ability to serve restaurant guests being careful not to overstep the thin line between "friendliness" and "familiarity."		X	
26.	Ability to intercede between guests and waiters when difficulties develop, smoothing out any problem situations concerning food preparation or service.		X	

TABLE 24 (continued)

	Relative Importance+ Essential*	 Highly Desirable*	 Desirable* but not Essential*
	1	2	3
Skill:			
27. In apportioning the seating of customers to several serving stations in order that no one section of the dining room will be overcrowded.		X	
	1	2	3
Attitude:			
1. That the store's personnel policies are established for the benefit of the store and the employee.	X		
2. That next to job performance, human relations is an employee's greatest responsibility.	X		
3. That the worker's satisfactory job performance includes not only what he does, but also how he influences other people, whether good or bad.	X		
4. That employee morale is a primary responsibility of management.	X		
5. That honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping and stockkeeping in addition to jobs that require working with money.	X		
6. An awareness that understanding others and one's self is basic to working harmoniously together.	X		
7. That leadership concentrates on effective relationships with others, but is oriented toward making progress and achieving results.	X		
8. A feeling that the effective supervisor must be a leader whose job is to achieve results through other people.	X		
9. An awareness that an employee must be willing to accept and adjust to change.	X		
10. An awareness of the necessity to perform tasks in addition to one's job responsibilities when situations necessitate.	X		
11. A belief that a supervisor should set an example of personal work habits and character which employees can emulate.	X		
12. An awareness that good personal appearance helps create effective customer impressions.	X		
13. A feeling that good human relations within a company build good public relations.	X		
14. An awareness that good human relations improve employee morale by encouraging cooperation, generating happiness and creating harmony.	X		

TABLE 24 (continued)

	Relative Importance$^+$		
	Essential*	Highly Desirable* *	Desirable* but not * Essential*
Attitude:	1	2	3
15. An awareness that good human relations helps increase production by stimulating interest and creativeness in employees.	X		
16. An awareness that properly kept personnel records can create good employee relations and increase morale.	X		
17. An awareness that creativity among store personnel should be rewarded.	X		
18. A willingness to accept and put into practice the planned policies and procedures of management.	X		
19. An awareness that good human relations depends on the personality factor and the adjustment of personalities.	X		
20. A realization that employees' ideas often prove beneficial when incorporated into business operations.	X		
21. A realization that employee morale is influenced by the supervisor's attitude.	X		
22. That the store's participation in local community fund-raising events usually creates goodwill toward the store from the public.		X	
23. A recognition that training contributes to the understanding by supervisors of personnel management and other managerial functions which they must perform.		X	
24. An awareness that motivation is closely connected with communication.	X		
25. That time spent training assistant managers (potential store managers) is worthwhile to the future of the business.	X		
26. That the hotel and its staff are most often appraised by the guest in terms of courtesy, comfort and cleanliness.		X	
27. A recognition of the need for joining and participating in meetings and activities which will improve personal and professional development.		X	
28. That it is the feeling of being a valued patron that converts occasional customers into regular guests.		X	
29. That staff poise, courtesy, attractiveness and competence give the guest a feeling of security.		X	
30. That a restaurant employee who gives a cheerful greeting, recognizes patrons by name and replies pleasantly to questions can go a long way in developing pleasant relations for the business.		X	

TABLE 24 (continued)

	Relative Importance$^+$		
	Essential*	Highly Desirable*	Desirable but not Essential*
	1	2	3
Attitude:			
31. That courtesy can be shown to fellow employees by giving and receiving menu orders in turn, not pushing ahead of someone else and not taking orders set up for someone else.		X	
32. That when customers must wait for tables, they should be seated where they are available or asked to stand in a place that is out of the way of traffic.		X	
33. That the primary function of the dining room host, hostess or head waiter is to dispense hospitality as a representative of the management.		X	
34. That by authorizing special preparation of foods when an occasional request is made, customer loyalty can often be strengthened.		X	
35. That customer loyalty and confidence can be strengthened by offering to allow guests to inspect the kitchen facilities.		X	
36. That when a guest leaves a gratuity, he is indicating his desire to reward the waiter for service rendered.		X	
37. That it is poor salesmanship to indicate in any way that a tip is expected or that any certain amount is anticipated.		X	
38. That taking an order for another waitress (waiter) who may be delayed and then turning it over to her (him) to serve will help maintain high standards of service.		X	
39. That food service requires teamwork - a waitress or waiter cannot work as an individual but must be backed by the cooperative effort of the kitchen staff and dining room staff.		X	

TABLE 25
TECHNICAL TEACHING COMPETENCIES IN THE AREA OF MATHEMATICS

	Relative Importance+		
	Essential*	Highly Desirable**	Desirable but not Essential***
Knowledge of or Understanding that:	1	2	3
1. How to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.		X	
2. A retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies and delivery.	X		
3. A department's net sales are derived by subtracting customer returns and authorized price reductions from gross sales.		X	
4. A department's gross margin should cover operating expenses and provide a percentage of profit.	X		
5. The procedures and factors involved in the retail and/or cost method of inventory.	X		
6. How to read and interpret a profit and loss statement.		X	
7. Mathematical manipulations up to and including first degree algebraic expressions.		X	
8. How to determine a cash register error, the amount and how to correct it on the proper form.		X	
9. How to maintain proper records of cash received and bank deposits to prevent losses.		X	
10. Break-even points by departments.		X	

+ Relative importance which selected distributive education teacher educators placed on the technical teaching competency for the high school distributive education teacher-coordinator.

* Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

** Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment but would not necessarily be competent in all possible fields.

***Desirable but not Essential (Nice to Know): Competencies that are deemed desirable but are not considered essential either generally or in a specific line of merchandise.

TABLE 25 (continued)

		Relative Importance$^+$		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
Skill:		1	2	3
1.	In multiplying and extending figures with facilitiy.	X		
2.	In adding columns of figures with facility.	X		
3.	In computing postal and mail charges for delivery of merchandise to customers.		X	
4.	In reading and interpreting self computing scales that speed up mathematical procedures such as tax computation charts.		X	
5.	In balancing cash and totaling sales for the department and/or cash register at the end of the day.		X	
6.	In computing local, state and federal taxes which must be applied in the sale of goods.	X		
7.	In accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc. when writing out and computing saleschecks.		X	
8.	In figuring markup percent on individual items, on merchandise orders and merchandise carried in stock throughout a designated period.	X		
9.	In determining billed costs of merchandise after figuring quantity and trade discounts which the manufacturer offers.		X	
10.	In using and interpreting transportation rate schedules in determining transportation charges.			X
11.	In analyzing charts and graphs and interpreting the data.	X		
12.	In keeping stock control books - posting prices, styles, codes, sales, markdowns, merchandise returns, etc.		X	
13.	In figuring "open-to-buy" in an effort to determine a department or store's overbought condition or money available for additional merchandise purchases within a planned period.		X	
14.	In quickly figuring into which retail price line an item of merchandise will fall when quoted its cost price.		X	
15.	In making change and using the cash register.	X		
16.	In selecting and analyzing pertinent factors from a statistical or written report.		X	
17.	In figuring stock-to-sales ratios in an effort to maintain a department's or store's stocks in close relationship to its sales.		X	

TABLE 25 (continued)

		Relative Importance+		
		Essential	Highly * Desirable*	Desirable* but not * Essential*
Skill:		1	2	3
18.	In accurately calculating the exact amount of a customer's purchase.	X		
19.	In setting prices on goods and services that will cover the cost of operation and yield a profit.		X	
20.	In using the mathematical factors necessary in setting up merchandise buying plans for a specified time.		X	
21.	In using and translating percentages with facility.	X		
22.	In using such shipping terms as F.O.B. and C.O.D.	X		
23.	Ability to maintain mathematically correct stock control records.		X	
24.	In figuring turnover and interpreting its relationship to department or store operating profits.		X	
25.	In deriving the dollar figures for various factors in the retail and/or cost method of inventory.	X		
26.	In quickly determining the correct amount of trading stamps to issue with a customer's purchase.		X	
27.	In explaining time-payment principles.		X	
28.	Ability to determine the price of merchandise being purchased in a lesser quantity than that originally multiple-priced.	X		
29.	In determining the most beneficial discounts and dating to be used.		X	
30.	Ability to make change quickly and accurately.	X		
31.	Ability to calculate the reimbursable amount for returned bottles.		X	
32.	In preparing cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods.		X	
33.	Ability to balance cash drawers against register readings.		X	
Attitudes:		1	2	3
1.	That carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.	X		
2.	That open-to-buy is a guideline useful in merchandising a department profitably.	X		

TABLE 25 (continued)

	Relative Importance$^+$		
	Essential*	Highly * Desirable*	Desirable* but not * Essential*
Attitudes:	1	2	3
3. That retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.	X		
4. That merchandise buying plans for specified periods serve as guidelines for profitable operations.	X		
5. That careful use of the cash register will reduce inventory and money shortages.	X		
6. That adequate turnover is closely related to operating profits.	X		

TABLE 26
TECHNICAL TEACHING COMPETENCIES IN THE AREA OF MERCHANDISING

Relative Importance[+]

Knowledge of or Understanding that:	Essential* 1	Highly Desirable** 2	Desirable but not Essential*** 3
1. The store's price-line structure and pricing policies.		X	
2. The ways prices psychologically affect consumers.	X		
3. Federal and state laws applicable to pricing.	X		
4. The procedures for analyzing and interpreting past sales records and performance in planning future sales and making purchases.		X	
5. The uses of forms and records necessary in inventory control.		X	
6. Stock counts are taken for inventory-control purposes and for ordering purposes.	X		
7. Available resources and characteristics of individual manufacturing firms.			X
8. The procedure for properly recording the transfer of stock to branch stores to prevent inventory shortages.			X
9. The ways to handle special orders of merchandise for customers.		X	
10. How to obtain the desired quality for the lowest available price by accepting and reviewing competitive bids before orders are placed.			X
11. The store's methods or procedures used for changing retail stock prices up or down.		X	

[+] Relative importance which selected distributive education teacher educators placed on the technical teaching competency for the high school distributive education teacher-coordinator.

* Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

** Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment but would not necessarily be competent in all possible fields.

***Desirable but not Essential (Nice to Know): Competencies that are deemed desirable but are not considered essential either generally or in a specific line of merchandise.

TABLE 26 (continued)

Knowledge of or Understanding that:	Relative Importance[+] Essential* 1	Highly Desirable* 2	Desirable* but not Essential* 3
12. The procedures used in preparing merchandise plans by seasons.		X	
13. The uses of a model (or basic) stock plan.	X		
14. The usual or typical discounts and terms offered by manufacturers in the market from which the buyer purchases merchandise (example- 8/10 EOM).		X	
15. How to locate and use sources of information on economic indicators to forecast expected sales.		X	
16. Vendors' terms and discounting policies.		X	
17. How to determine and interpret current trends in sales, customer buying habits, styles, etc.		X	
18. The reasons for making returns of merchandise to manufacturers.	X		
19. The procedures involved in a merchandise count for physical inventory.		X	
20. The uses of unit control records in predicting trends in price lines, colors, types, sizes, etc.		X	
21. The ways to negotiate with manufacturers for the most advantageous advertising or promotional aid.			X
22. How to develop and submit departmental advertising plans for a coming season to management.		X	
23. The ways to stimulate sales with timely advertising, markdowns, special sales and sales force incentives.		X	
24. The ways to best use product information or merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well-informed.		X	
25. The factors such as transportation and discounts in addition to cost price of merchandise which affect the retail price of merchandise.	X		
26. The differences between the cost method and the retail method of inventory - the advantages and limitations of each.	X		
27. The elements involved in the retail method of accounting such as retail reductions, cost of goods sold and total merchandise handled.	X		

TABLE 26 (continued)

		Relative Importance$^+$		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
Knowledge of or Understanding that:		1	2	3
28.	Stock quantities necessary for seasonal or year-round selling.		X	
29.	For a buying trip into the market to be most advantageous, the buyer must lay out careful buying plans in advance and then systematically review merchandise lines and place orders while in the market.		X	
30.	The ways to use a resident buyer or buying office to the best advantage.		X	
31.	The store's procedures for recording markups and markdowns, additional markups and revisions of retail down.		X	
32.	The uses of the information available from unit inventory control systems.	X		
33.	The use of ticket stubs and special forms to keep records of merchandise sold by classification.	X		
34.	The term "open-to-buy" and the factors which influence it.	X		
35.	The procedures followed when buying from vendor or company catalogs.		X	
36.	How to anticipate and buy related items that will contribute to maximum sales of basic stock items. (Example: aluminum foil, dressing mix, cranberry sauce for Thanksgiving turkey)		X	
37.	How to take advantage of seasonal price changes in products, pricing items promotionally at the most advantageous time.		X	
Skill:		1	2	3
1.	In placing reorders as soon as the need is discovered to assure depth of stock in wanted merchandise.		X	
2.	In interpreting consumer demand as it applies to the merchandise in the selling department.	X		
3.	In keeping up-to-date on trends through trade journals, central buying office aids, etc.		X	
4.	In maintaining a close relationship between stocks and sales.		X	
5.	In considering the promotional possibilities of merchandise and making preliminary promotional plans when purchasing merchandise for resale.		X	

TABLE 26 (continued)

	Relative Importance$^+$		
	Essential*	Highly * Desirable*	Desirable* but not * Essential*
Skill:	1	2	3
6. In keeping informed of competitive conditions in the market area which the store serves.	X		
7. Ability to use the company's merchandise order forms.		X	
8. In making quality and style comparisons when buying merchandise for a particular classification.		X	
9. In supervising the proper handling of merchandise between warehouse and/or parent store and branch stores to provide merchandise that is timely and protected from inventory losses.			X
10. In taking accurate stock counts of merchandise for ordering, inventory or unit-book-control.		X	
11. Ability to use "open-to-buy" and interpret the factors that influence it.	X		
12. Ability to correctly change the prices of merchandise up or down.		X	
13. In recording the transfer of merchandise or stock to branch stores to prevent inventory shortages.			X
14. Ability to determine the quantitiy of merchandise to buy when purchasing new merchandise or reordering basic stocks.			X
15. In determining stock quantities necessary for seasonal or year-round selling.		X	
16. Ability to interpret the elements involved in the retail method of accounting such as retail reductions, cost of goods sold and total merchandise handled.	X		
17. In using product information or merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well-informed.		X	
18. In negotiating with manufacturers for the most advantageous advertising or promotional aid.			X
19. In using unit control records to predict trends in price lines, colors, types, sizes, etc.		X	
20. In making effective use of current trends in sales, customer buying habits, styles, etc.		X	

TABLE 26 (continued)

Skill:		Relative Importance⁺		
		Essential*	Highly Desirable* *	Desirable* but not * Essential*
		1	2	3
21.	In preparing and maintaining a model (or basic) stock plan.		X	
22.	In using timely advertising, mark-downs, special sales and sales force incentives to stimulate sales.		X	
23.	In developing departmental advertising plans for a coming season.		X	
24.	In using a resident buyer or buying office to the best advantage.			X
25.	Ability to use information on economic indicators to forecast expected sales.		X	
26.	In preparing seasonal merchandise plans.		X	
27.	In analyzing and interpreting past sales records and performances in planning future sales and purchases.		X	
28.	Ability to determine the psychological effect of prices on a customer.	X		
29.	In using the cost method or the retail method of inventory.	X		
30.	In scheduling stock counts to assure depth of stock in wanted merchandise.		X	
31.	Ability to participate in merchandise counts for physical inventories.	X		
32.	In handling special orders of merchandise for customers.			X
33.	In interpreting vendors' terms and discounting policies.	X		
34.	In using forms and records necessary in inventory control.		X	
35.	In interpreting and using the information available from unit inventory control systems.		X	
36.	In comparing merchandise costs and such.factors as transportation and discounts.		X	
37.	Ability to make decisions on styles quantities colors, sizes, delivery dates, etc. while working "in the market" which will help fulfill the needs of the predetermined merchandise plan.		X	
38.	An ability to keep records of merchandise sold by classification - use of ticket stubs or special forms.		X	

TABLE 26 (continued)

	Relative Importance⁺		
	Essential*	Highly Desirable**	Desirable* but not Essential**
Skill:	1	2	3
39. The ability to effectively analyze proposed merchandise purchases by other management personnel, either authorizing, revising or rejecting the proposed purchase in light of sales and stock conditions.			X
40. Ability to distinguish quality and value when buying produce, fruits, meats, etc.		X	
41. Ability to check pump meters and stick-measure gasoline tanks in determing the amount of fuel on hand.		X	
Attitude:	1	2	3
1. That stockkeeping errors or losses affect company profits.	X		
2. That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.	X		
3. That the buyer must be kept informed of low quantity points of staple stocks.	X		
4. That one must keep informed of manufacturers' or resources' products and lines of merchandise which can be valuably used by the retailer.	X		
5. That a good market reputation is a priceless asset for a buyer.	X		
6. That by maintaining regularly scheduled deliveries of basic foodstuffs such as dairy products and baked goods, the buying responsibility is eased.		X	
7. That a buyer or manager who spends as much time as possible on the selling floor maintains a customer contact which is necessary for a good merchandising job.		X	
8. That a buyer or manager should spend as much time as possible on the selling floor, supervising the selling of merchandise and further developing salespeople.		X	
9. That a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment and rapid turnover can be acheived.	X		
10. That the character of the retail business helps determine what proportion of promotional merchandise activity versus staple merchandise appeal should be carried out.	X		

TABLE 26 (continued)

	Relative Importance^{+}		
	Essential*	Highly * Desirable*	Desirable* but not * Essential*
Attitude:	1	2	3
11. That before buying merchandise, its salability (past, present and potential), comparative market value, competitive elements and amount of stock on hand and on order must be considered.	X		
12. That merchandise packaging possibilities must be considered at the time of purchase. (Promotional features, increased salability and adaptability to present department fixtures).	X		
13. That the prompt payment for purchases from manufacturers provides a profit cushion (cash discount) which is often the difference between profit and loss for a department or store.	X		
14. That the store's branch or suburban stores must be visited by the buyer frequently enough to maintain good relations, determine merchandise needs and provide merchandising suggestions and help.		X	
15. That the customer is the determining factor in buying merchandise for a retail store or department.	X		
16. A belief that if the store is to get its share of the business in its market area, merchandise must be bought and sold at competitive prices.	X		
17. A belief that unit inventory control systems must be kept up-to-date if they are to be useful in planning and making purchases.	X		
18. That manufacturer representatives are a source of market, merchandise and product information and consumer information.	X		
19. That the company's restrictions, policies and procedures for buying are set up to protect the buyer, the store and the manufacturer.	X		
20. That one must be constantly alert to discover "hot items" and follow through with additional merchandising and promotional activities.	X		
21. That one must be always aware of incorrectly priced items since prices change frequently and quickly.	X		

TABLE 26 (continued)

Attitude:	Relative Importance[+] Essential* 1	Highly Desirable* * 2	Desirable* but not * Essential* 3
22. That produce must be constantly checked for spoilage, either disposing of or reducing the price on spoiled items.		X	
23. That quick, remedial action such as special pricing or display of distressed produce items can often prevent lost profits.	X		
24. That "in-store merchandising," which includes product selection, variety arrangement, plus the promotion and presentation of products, is an important factor in profitable operation.		X	
25. That management should keep informed of new advancements and the availability of equipment and supplies for use by hotels.		X	

TABLE 27
TECHNICAL TEACHING COMPETENCIES IN THE AREA OF PRODUCT AND/OR SERVICE TECHNOLOGY

	Relative Importance[+]		
	Essential*	Highly Desirable**	Desirable but not Essential***
Knowledge of or Understanding that:	1	2	3
1. The ways to interpret the features of a product in terms of benefits to customers.	X		
2. Since sizes vary according to manufacturers and price lines, it is necessary to judge each customer's requirements.	X		
3. The ways to show that an item of merchandise is suited for the purpose the customer has in mind.		X	
4. Sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags.	X		
5. The delivery area served by the store, delivery schedules and delivery charges.	X		
6. The ways to handle merchandise when placing it in stock or on display as well as how to keep it clean.	X		
7. The various locations of merchandise on the selling floor and in reserve stock.	X		
8. The sizes, colors, styles and prices in which merchandise is available.	X		
9. Substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes.		X	

[+] Relative importance which selected distributive education teacher educators placed on the technical teaching competency for the high school distributive education teacher-coordinator.

* Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

** Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment but would not necessarily be competent in all possible fields.

***Desirable but not Essential (Nice to Know): Competencies that are deemed desirable but are not considered essential either generally or in a specific line of merchandise.

TABLE 27 (continued)

		Relative Importance$^+$		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
	Knowledge of or Understanding that:	1	2	3
10.	The uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.		X	
11.	The values of advertising information to the salesperson.	X		
12.	Adequate merchandise information will enable the salesperson to increase sales as well as his earning capacity.	X		
13.	Merchandise information is a useful tool in opening a sales conversation with a customer.	X		
14.	Merchandise guarantees and directions protect both the customer and the store and help increase sales.	X		
15.	Current merchandise fashion trends, product innovations,etc.	X		
16.	The product features and customer acceptance of competing products.		X	
17.	Protective measures behind standards, grades and labels.	X		
18.	Grades may be expressed by letters or words.	X		
19.	Labels taking the form of tags, stamps, wrappers, etc., identify products as to their content.	X		
20.	Brand or trade names identifying products by producer or distributor.	X		
21.	Brand or trade names are an advertising device used to encourage customer retention.	X		
22.	Standardization provides a basis upon which grading can be determined and aids customers in buying goods and services to fit their needs.	X		
23.	Various governmental, state and local laws regarding standards.	X		
24.	The provisions in the Pure Food, Drug, and Cosmetic Act.		X	
25.	Federal Trade Commission protective measures as they apply to various products.		X	
26.	The various agencies that give protection to the customer in his buying.		X	

TABLE 27 (continued)

		Relative Importance$^+$		
		Essential*	Highly Desirable*	Desirable* but not Essential*
		1	2	3
Knowledge of or Understanding that:				
27.	The procedures a customer must follow to apply for and obtain a national credit card.		X	
28.	The approximate time required to remake a guest room and ready it for occupancy.		X	
29.	The availability of guest rooms and public facilities for various times.		X	
30.	The hotel restaurant's hours, the type service offered and food served.		X	
31.	The arrival and departure times of limousine and public transportation systems serving the hotel or motel.		X	
32.	The recreational facilities offered by the hotel or motel and their locations.		X	
33.	How to determine top quality produce, sorting lesser qualities into lower grades.		X	
34.	How to appeal to the public's constantly changing food buying and eating habits.		X	
35.	How to prepare certain sauces, dressings, etc., according to restaurant procedures.			X
36.	How to adapt food served to climatic conditions (summer-fresh fruits, salads and vegetables; winter-casseroles and stews).		X	
37.	The size of various food portions that may be served without affecting profits.		X	
38.	The restaurant's menu items which have been authorized for "take-out" service.		X	
39.	The kitchen preparation time of various dishes.		X	
40.	The preparation of various food items on the menu.		X	
41.	How to set up or prepare tables with linens, china, flatware, crystal, etc., using the correct place-setting rules.		X	
42.	How to use correct table-serving manners and rules of etiquette.		X	
43.	How to suggest to customers the best way to arrive at a destination, using a knowledge of local streets, highways and route numbers.		X	

TABLE 27 (continued)

	Relative Importance+		
	Essential*	Highly * Desirable*	Desirable* but not * Essential*
Knowledge of or Understanding that:	1	2	3
44. The fuel tank location on almost all models of automobiles.		X	
45. Various makes or models of automobiles.			X
46. The ways to advise customers of the proper size or quality of products or accessory items being purchased for various makes of automobiles.		X	
Skill:	1	2	3
1. In analyzing a product in relation to current trends such as fashion or style, innovations, novelty appeal, etc., so that a better job of selling can be done.		X	
2. In knowing what to look for when making comparison shoppings of a competitor's merchandise.		X	
3. In analyzing merchandise returned as unsatisfactory by customers to determine reasons for poor performance.		X	
4. In using facts about the merchandise itself when helping a customer make a buying decision.	X		
5. In keeping an accurate record of the supply of merchandise on hand and/or amount to reorder.		X	
6. In expressing customer benefits that accompany merchandise selling features.	X		
7. In building a sales talk around merchandise selling features.	X		
8. In carefully wrapping and packing the customer's purchase according to size, shape and weight of the item purchased.		X	
9. In showing to customers the points of superiority of one's own product in comparison to competing stores' products.	X		
10. In interpreting merchandise guarantees and directions to customers.		X	
11. In using facts from merchandise advertisements during sales.		X	
12. In quoting to customers accurate delivery dates and charges.	X		

TABLE 27 (continued)

		Relative Importance+		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
Skill:		1	2	3
13.	Ability to fit customers with correct sizes when selling articles of clothing.		X	
14.	Ability to use grades as selling points in answering customer's questions.		X	
15.	Ability to help customer buy intelligently with the use of stamps, tags, wrappers, etc., attached to merchandise.	X		
16.	In maintaining a usable bank of product knowledge, selecting that which can be used with individual customers.	X		
17.	Ability to use brand or trade names to help customers identify and select products or merchandise.		X	
18.	In selecting and quoting factual comments about certain products.		X	
19.	In using a knowledge of the features and customer acceptance of competing products and points of superiority of the product being shown during a sale.	X		
20.	Ability to translate merchandise label information into selling points.	X		
21.	In suggesting to customers interesting and desirable food accompaniments such as wines and dressings.		X	
22.	In tabulating a food check, recalling the correct prices for various food items on the customer's tray.		X	
23.	Ability to determine whether food is being served according to the best standards of nutrition.			X
24.	In planning menus that offer the customer a well-balanced meal and variety in choice while maximizing on the seasonal availability of various food items.		X	
25.	In timing a customer's order - that is, knowing when he (waiter) will need a course, how long it will take to prepare in the kitchen (especially cooked-to-order foods) and when he should return to the kitchen to pick up the food fresh from the broiler, griddle or oven.		X	
26.	Ability to handle foods in such a way as to protect their food values and avoid undue losses.		X	

TABLE 27 (continued)

		Relative Importance$^+$		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
Skill:		1	2	3
27.	Ability to make menu suggestions to customers concerned with calorie, low-cholesterol, salt-free diets, etc.			X
28.	In suggesting to customers menu selections based on a knowledge of profit value in various menu items.			X
29.	In garnishing dishes being served in an appetizing way.			X
30.	In explaining and describing to customers various cuts and origins of meats, using correct terminology.			X
31.	In quoting comparative prices of parts and accessories when selling to customers.			X
32.	Ability to explain the features of different grades of gasoline and compare their expected performance for customers.		X	
33.	Ability to read and interpret various automotive service guides or charts when determining the best way to service a particular model car.		X	
34.	Ability to determine when water must be added to radiator or battery and when an automobile's oil level is low.		X	
35.	Ability to operate gasoline pumps with efficiency.		X	
Attitude:		1	2	3
1.	That a continual program of training and retraining employees with product knowledge must be carried out.	X		
2.	That a familiarity with trade journals will supplement product, merchandise and service knowledge as well as current business trends.	X		
3.	That a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.	X		
4.	That adequate merchandise knowledge usually creates in the salesperson enthusiasm for his goods and adds to his self-confidence.	X		
5.	That usually services and benefits are bought rather than goods or merchandise.	X		
6.	That merchandise information is obtainable from customers, competitors, sales representatives, producers, fellow sales employees and supervisors.	X		

TABLE 27 (continued)

Attitude:	Relative Importance+ Essential* 1	Highly Desirable* * 2	Desirable* but not * Essential* 3
7. That keeping informed of merchandise and product information makes the sales supporting job more interesting.	X		
8. Belief that adequate merchandise information will help increase sales and promote better customer relations.	X		
9. A belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.	X		
10. That specific merchandise information may be found in advertisements.	X		
11. That merchandise information can be gained by handling merchandise and by using it.	X		
12. That the most important subject in restaurant management is the preparation of menus that attract and sell.		X	
13. That menu planning requires a constant study of food tendencies since times, conditions, weather, food supply and clientele change so rapidly.	X		
14. That a customer's grocery purchase must be carefully bagged to protect frozen items, soft packages, perishables, etc.	X		

TABLE 28
TECHNICAL TEACHING COMPETENCIES IN THE AREA OF OPERATIONS AND MANAGEMENT

	Relative Importance[+]		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Knowledge of or Understanding that:	1	2	3
1. The procedures in analyzing and aging customer accounts for the store's use and use by the credit bureau.		X	
2. The store's billing procedures.		X	
3. How to follow through on references given by credit applicants.		X	
4. How to deal with slow payers or noncollectable credit accounts.		X	
5. How to convert or transfer customer charge accounts from one type to another.			X
6. How to make a customer charge plate or card.			X
7. How to handle and record customer payments of bills.		X	
8. How to interpret credit policies to customers when opening accounts.		X	
9. How to work effectively with credit bureaus to supply and receive credit reference information vital to the store and the credit bureau.		X	
10. How to discuss delinquent accounts with a customer, keeping that person's goodwill.		X	

+ Relative importance which selected distributive education teacher educators placed on the technical teaching competency for the high school distributive education teacher-coordinator.

* Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

** Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment but would not necessarily be competent in all possible fields.

*** Desirable, but not Essential (Nice to Know): Competencies that are deemed desirable, but are not considered essential either generally or in a specific line of merchandise.

TABLE 28 (continued)

	Relative Importance$^+$		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Knowledge of or Understanding that:	1	2	3
11. How to maintain a working environment where employees can have a sense of security and reasonable freedom from worry.	X		
12. How to help each employee have a feeling of pride in his company and the worthwhileness of his work.	X		
13. The ways to make job orientation for new employees friendly, skillful and adequate.	X		
14. The methods of training which can be used such as telling, showing, demonstration and dramatization.	X		
15. How to plan work-force budgets and schedule employee working hours, lunch hours and reliefs.		X	
16. A personnel organization by showing lines of authority and responsibility can be used in hiring and training as well as in increasing morale.		X	
17. The store's procedures for evaluating employees.		X	
18. How to use the store's policies for making decisions on hiring, promoting or dismissing employees.		X	
19. The qualifications stores set up for recruiting new employees.	X		
20. Local and national economic factors such as strikes and demonstrations which may influence one's business.		X	
21. The functions of store maintenance.	X		
22. Proper care of store equipment and proper stock arrangements can help prevent accidents.	X		
23. How to plan and develop a workable six-month or yearly budget for a sales-supporting department.			X
24. Although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.	X		
25. Seemingly small savings in some expense areas can mean a substantial gain in profits.	X		
26. Careful use of supplies will help control expenses.	X		

TABLE 28 (continued)

	Relative Importance+		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Knowledge of or Understanding that:	1	2	3
27. The customer gift wrapping services available - those that are free and those charged for.		X	
28. How to authorize customer checks according to the store's policy.		X	
29. Mail and telephone order services not only build customer goodwill but also help increase sales.	X		
30. The availability and location of customer facilities.		X	
31. The types of delivery systems available for use by stores such as independently owned, central delivery, parcel post and express.	X		
32. The ways to develop department or store merchandise arrangements in relation to floor space expense, potential sales and profits.	X		
33. The factors which influence store arrangement and layout.	X		
34. Impulse and convenience goods are located on lower floors or near the entrance while staple or shopping goods are located to the back or on upper floors.	X		
35. The factors which influence both the area and site location of retail stores.	X		
36. The most efficient methods to wrap and/or pack customers' purchases.		X	
37. Efficient wrapping and packing depends heavily on the best location of wrapping and packing units, careful selection of equipment and supplies and proper training of personnel.		X	
38. Prepackaging of merchandise by either the retailer or the manufacturer helps by speeding up selling service, reducing damages and handling costs and eliminating packing activities.	X		
39. How to "close out" the department at the end of a selling day.		X	
40. How to record and report federal and state sales taxes.		X	
41. Procedures for reporting and handling damaged merchandise.		X	

TABLE 28 (continued)

	Relative Importance+		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Knowledge of or Understanding that:	1	2	3
42. How to requisition and obtain supplies needed by the department such as salescheck books, wrapping supplies and report forms.		X	
43. How to use sales sheets in the reporting of daily sales in a department.		X	
44. The amount on-hand of various items which is considered an adequate supply.		X	
45. The procedures involved in checking merchandise in against an invoice.		X	
46. The procedures for handling incorrect amounts or types of merchandise received.		X	
47. The uses of forms and reports necessary in stockkeeping.		X	
48. The bookkeeping and accounting process which accompanies the receiving and marking system.		X	
49. The procedures for filing claims for merchandise damages, shortages and overcharges on carriers or manufacturers.		X	
50. How to follow through on non-delivered or lost merchandise.		X	
51. How to operate price-marking machines.			X
52. How to put price tickets on various types of merchandise.		X	
53. The various modes of transportation used in shipping merchandise from vendor to store.	X		
54. The terms used in connection with the merchandise receiving and marking process such as buyer's order, invoice, apron, price code, blind check, direct check, receiving record, bill of lading, vendor and vendee.	X		
55. Various types of storage - within store (stockroom), outside-the-store (warehouse) and returned goods.		X	
56. The chief duties of the reserve stock division are to store merchandise according to some accessible arrangement and send merchandise to the selling floors as it is required.	X		

TABLE 28 (continued)

	Relative Importance$^+$		
	Essential *	Highly Desirable * *	Desirable but not Essential * * *
Knowledge of or Understanding that:	1	2	3
57. How to analyze and follow through on food-cost control areas such as purchasing, receiving, storing, issuing, production, inventory and sales.		X	
58. How to contend with cases of shoplifting according to the store's policies and procedures.		X	
59. How to handle employee complaints and grievances, maintaining an objective point-of-view.		X	
60. How to develop storewide budget within which operations can be realistically controlled.		X	
61. How to run an efficient hotel or motel business without destroying the services expected by guests.			X
62. How to use periodic inventories of linen, china, glassware, silver, etc., in a restaurant to determine pilferage, wear due to laundering, carelessness of employees and to keep the cost of replacement in line.		X	
63. The equipment supplied to the housekeeping staff in a hotel or motel has a direct influence on their efficiency.			X
64. How to use "percentage of occupancy" - ratio of the rooms occupied by paying guests to the number of rooms for sale - as a valuable indicator of the trend that business is taking.			X
65. How to use "average rate per occupied room" - figured by dividing the room sales by the number of rooms occupied by paying guests - as an indicator of the trend that business is taking.			X
66. State laws governing the hotel or motel responsibility for guests' valuables.			X
67. How to take care of employees' and customers' accidents in the store.		X	
68. How to interview potential employees, obtaining all necessary data and offering them information concerning the businsss - its operation and policies.		X	
69. How to handle customer traffic efficiently at the check-out point (front-end operation).		X	

TABLE 28 (continued)

	Relative Importance^{+}		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Knowledge of or Understanding that:	1	2	3
70. The names and purposes of significant professional associations - local, state and national - that are of interest to retail management.		X	
71. How to use records to analyze and supervise the work of employees at different levels.	X		
72. How to manipulate the number and brands of items stocked, their location in the store and the size of their display in order to maximize the net profit.		X	
73. How to control expenses in order to provide the highest possible profit.	X		
74. How to check on turnover, prices, etc., for best shelf-space and floor-space management.	X		
75. How to properly handle records for the effective control of the store's operation.		X	
76. How to unload delivery trucks quickly and efficiently, placing items in their proper position in the stock area.		X	
77. How to avoid accidents by following predetermined traffic patterns among tables as well as back and forth from the kitchen.		X	
78. How to use catering service (both in the restaurant and out) to increase business volume .		X	
79. The health and sanitation laws and regulations with which restaurants must comply.		X	
80. How to schedule waiters or waitresses according to ability, seniority, preference for shift, service load, side work and special parties.		X	
81. The intangibles of business such as human relations factors, long-run economic factors and innovations which may influence business.	X		
82. How to develop a workable food cost control system that is applicable to a particular type restaurant operation.			X

TABLE 28 (continued)

	Relative Importance$^+$		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Knowledge of or Understanding that:	1	2	3
83. The restaurant's overhead costs and how to help management keep these costs in line.		X	
84. How to have deliveries of food made (whether short-orders or catered dinners) so that they remain in an appetizing form.		X	
85. How to calculate and maintain profitand loss records on various food items.			X
Skill:	1	2	3
1. In working effectively with credit bureaus to supply and receive credit reference information vital to the store and the credit bureau.			X
2. In accurately handling and recording customer payment of bills.			X
3. In tactfully handling slow-payers or noncollectible credit accounts.			X
4. In determining when to take legal action with delinquent accounts.			X
5. In planning credit promotions that are timely and worthy of customer interest.			X
6. In keeping informed of state and federal laws concerning credit.		X	
7. In making a decision on accepting or rejecting a credit application after analyzing the determining factors.			X
8. In using credit department equipment such as billing or posting machines, addressing machines, comptometers, microfilm machines and charge-plate stampers.			X
9. In analyzing and aging accounts for the store's use and use by the credit bureau.			X
10. In sending out billing statements according to the store's customer-credit operation.			X
11. In answering the charga-phone, determining whether a new charge can be made to a customer's account and giving the salesperson approval or rejection of the charge.			X

TABLE 28 (continued)

	Relative Importance^{+}		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Skill:	1	2	3
12. In selecting and using the methods of training best suited to individual situations.	X		
13. Ability to make job orientation for new employees friendly, skillful and adequate.	X		
14. In carefully selecting and placing employees in jobs which they are physically, mentally and emotionally equipped to perform.		X	
15. Ability to select those persons most nearly qualified for employment when recruiting potential employees.		X	
16. Ability to observe and evaluate the operations of similar stores in an attempt to increase efficiency in one's own store operation.		X	
17. Ability to determine in various situations the most efficient way to get the job accomplished.		X	
18. In handling and caring for store equipment.		X	
19. Ability to locate or place stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards and permit ease of restocking.		X	
20. In transfering stock to branch stores so that it remains in good selling condition.		X	
21. In recoginizing and handling shoplifting.	X		
22. In properly packing or wrapping merchandise being returned to a vendor.			X
23. In determining shipping and receiving discrepancies and taking the proper action.		X	
24. In quickly routing merchandise from the receiving dock to the proper selling department or its designated stock area in the warehouse.			X
25. In determining the priority for processing (in receiving and marking) merchandise.		X	

TABLE 28 (continued)

	Relative Importance+		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Skill:	1	2	3
26. In keeping informed of new developments in shipping, receiving and marking methods and facilities, adapting those which will prove beneficial to the store.		X	
27. In determining routing and quantities for transportation of goods to keep transportation costs at a minimum.		X	
28. In following through on non-delivered or lost merchandise.			X
29. In handling incorrect amounts or types of merchandise received.		X	
30. In accurately checking in merchandise against an invoice.		X	
31. In putting price tickets on various types of merchandise.		X	
32. In operating price-marking machines.			X
33. In developing and maintaining department or store merchandise arrangements in relation to floor space expense, potential sales and profits.	X		
34. In planning and developing a work force budget and scheduling employee working hours, lunch hours and reliefs.		X	
35. In planning and developing a workable six-month or yearly budget for a sales-supporting department.		X	
36. In reducing costly errors by maintaining proper records of store operations.		X	
37. In determining, setting up and interpreting to employees those store policies and procedures that will be most beneficial to the operation of the business and to store personnel.		X	
38. In keeping informed of developments and trends which will affect present and future store operations.		X	
39. In keeping informed of state, federal and local laws concerning store operations and interpreting their implications for one's own business.		X	
40. In keeping guest accounts up to the minute, since the guest often leaves without prior notice.		X	

TABLE 28 (continued)

	Relative Importance$^+$		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Skill:	1	2	3
41. In employing new and up-to-date housekeeping methods which result in a more effective operation and greater guest satisfaction.		X	
42. Ability to keep a room-by-room record of what is needed in the way of replacements or repairs (linens, spreads, draperies, carpeting, etc.) and discuss such needs with management.			X
43. In conducting periodic store employee meetings to promote the highest possible group effort and spirit.		X	
44. Ability to anticipate changes in customer shopping habits, changes in local market conditions, etc., that will demand changes in buying, operations, personnel scheduling, etc.		X	
45. In planning and organizing work.	X		
46. Ability to determine when newly-received produce is of an unsatisfactory quality and should be returned to the supplier or warehouse.		X	
47. Ability to keep informed of new developments and improvements in equipment and supplies and adapt those to the business that will prove most profitable.		X	
48. In using scales and skids in processing meats, produce, etc.			X
49. Ability to distinguish proper quality and freshness when checking in shipments of produce, fruit, meats, etc.			X
50. In avoiding mechanical breakdowns by setting up a sound maintenance program and adhering to it.			X
51. Ability to tactfully identify mistakes employees have made and help them constructively correct them.		X	
52. Ability to establish and maintain a restaurant operation which offers foods and services appealing to a large enough number of people so as to guarantee volume and profits.		X	
53. Ability to think ahead and plan for any emergencies that might arise.	X		
54. In remembering safety precautions that can eliminate accidents while handling equipment.		X	

TABLE 28 (continued)

	Relative Importance[+]		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Skill:	1	2	3
55. In placing dishes on trays so that the tray is balanced, easier to carry and less likely to cause breakage or damage to dishes.		X	
56. Ability to determine when additional employees are needed in order to accomplish desired business objectives.		X	
Attitude:	1	2	3
1. An awareness of the advantages of credit to the store - produces sales that might never have been made, increases the number of sales per customer and attracts a better type of customer to the store.	X		
2. An awareness of the advantages of credit to the customer - smooths out irregularities of purchasing power, is a shopping convenience, etc.	X		
3. That store management must continuously study and evaluate its credit policies and procedures, making changes or adjustments as needed.		X	
4. That proper records of collections must be maintained.	X		
5. That salespeople must be supplied with credit information, especially changes in credit policies.	X		
6. A belief that each employee should be made to feel his efforts are really appreciated.	X		
7. A belief that careful and thoughtful consideration should be given to the probable effect each rule, notice and practice will have on the feelings of all concerned.	X		
8. A belief that employees should have a part in planning those things which affect their working conditions.	X		
9. A belief that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.	X		
10. That conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.	X		

TABLE 28 (continued)

	Relative Importance[+]		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Attitude:	1	2	3
11. Belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.	X		
12. That salespeople must be continuously informed of new merchandise, new styles and merchandising trends through individual or group training.	X		
13. That salaries, commissions, bonuses and quotas have a direct influence on customer treatment and inter-personal relations of department personnel.	X		
14. That it is management's responsibility for providing job knowledge and incentive through training.	X		
15. That management, supervisors and employees require a framework of policies and procedures within which to operate.	X		
16. That a well-kept store is a primary means of attracting and holding business.	X		
17. Belief that employees must be trained with regard to safety measures and accident prevention.	X		
18. A realization that expenses are an influential factor in merchandising profitably.	X		
19. An awareness that customer facilities help meet competition, encourage one-stop shopping and attract customers to the store.	X		
20. An awareness that special customer services and accomodations build customer goodwill and help increase sales.	X		
21. An awareness of the part delivery service plays in promoting good public relations for the store.	X		
22. An awareness that to improve delivery service, transactions should be recorded accurately and legibly and delivery dates promised carefully.	X		
23. An appreciation of the importance of location to the success of a store.	X		
24. An awareness that a personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.	X		

TABLE 28 (continued)

	Relative Importance$^+$		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Attitude:	1	2	3
25. That lines of authority should be followed, so that a department head or supervisor's position may not be weakened by management dealing directly with employees on matters that are logically in the supervisor's domain.	X		
26. An awareness that to prevent shortages, merchandise being returned to vendors must be correctly recorded in inventory control records.	X		
27. That complete records should be kept of all incoming merchandise for store protection.	X		
28. A belief that a plan of recruitment is necessary to fill the job openings within a retail store.	X		
29. That employee morale can be maintained and payroll savings brought about by carefully scheduling and budgeting employee working hours.	X		
30. That attention must be paid to state and local laws regulating the hiring of minors, the use of women for certain jobs, wages and hours and health examinations.	X		
31. That management must be continuously aware of promotional and transfer possibilities among store personnel in successfully filling job vacancies.	X		
32. That since the future of the business is dependent upon the quality of future managers, a definite program for recruitment and development of future managerial personnel should be a part of every business.	X		
33. That future business success and growth often depend on the effective recruitment of potential management at colleges, universities and high schools.	X		
34. That a good supervisor must also be an effective teacher or trainer.	X		
35. That in gauging the efficiency of the staff, it is best to establish standards of performance for employees performing various job duties.	X		
36. That a hotel or motel budget is most beneficial when used to evaluate and compare operating results with the budget's plans and anticipations.		X	

TABLE 28 (continued)

Attitude:	Relative Importance[+] Essential * 1	Highly Desirable ** 2	Desirable but not Essential *** 3
37. That the hotel or motel must constantly guard against pilferage and thefts so as to protect its property and profits.		X	
38. That it is the business and moral responsibility of the hotel or motel to assure the guest that both he and his belongings are safe while occupying a room.		X	
39. That providing restaurant or dining facilities within the hotel or motel or on the premises tends to increase the business's popularity with travelers.		X	
40. That the room clerks with the most pleasing personality and strongest sales talent should be scheduled for work during the peak selling period (4 p.m. to midnight).		X	
41. That since cashing checks is a risky business every precaution should be taken when cashing them.	X		
42. That brands whether national or private must be contantly analyzed for profit production.	X		
43. That empty cases and cartons should be quickly cleared from aisles to prevent customer and employee accidents.	X		
44. That wage schedules and job classifications should be followed closely for best personnel management and for adherence to union contracts.	X		
45. That customer relations can be maintained at a high level by scheduling personnel for adequate check-out coverage.	X		
46. That although price heads the list of reasons housewives give for starting to trade at a store, quality, variety, and human relations encourage her to continue trading there.	X		
47. That an understanding of products' profit contributions helps in determining which items to feature and in allocating prime space and locations.	X		
48. That careful scheduling and organization of workloads help maintain high employee morale and work performed according to schedule.		X	
49. That management must be constantly aware of and willing to take remedial action in such problem areas as inventory shrinkage, high personnel turnover, high variable expenses and low margin.		X	

TABLE 28 (continued)

	Relative Importance$^+$		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Attitude:	1	2	3
50. That damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.	X		
51. That when adding customer services, each must be analyzed in terms of profit.	X		
52. That employees must be made aware of sales, profits, margins, expenses, etc. in order to gain their cooperative effort in striving for best possible profits.	X		
53. That established methods should be constantly questioned and new ideas incorporated to improve service to the customer.	X		
54. That employees must be made alert to property protection and store security by supplying them information concerning fire and general safety regulations and procedures.	X		
55. That in order to be best prepared for future management responsibilities trainees must be willing to work and train in various capacities within a store operation.	X		
56. That time spent training assistant managers (potential store managers) is worthwhile to the future of the business.	X		
57. That an awareness of consumer buying motivations is especially helpful in planning space allocations, display units and sales promotion.	X		
58. That the interests of the business can be effectively promoted by active participation in merchants' associations and local community project activities.		X	
59. That a high level of sanitation is necessary to maintain customer patronage.		X	
60. That in handling restaurant equipment it is well to remember that wear, tear and breakage increase operating expenses.	X		
61. That it is necessary to take certain business risks in order to incorporate improved operations and increase business.	X		
62. That management must be concerned with the control of items such as labor, supplies, utilities, laundry, uniforms and equipment in addition to food-cost control.	X		

TABLE 28 (continued)

	Relative Importance$^+$		
	Essential *	Highly Desirable **	Desirable but not Essential ***
Attitude:	1	2	3
63. That patron analysis - a combined study of people, food and creative merchandise - is necessary in order to maintain a high business volume.		X	
64. That the health and safety of every customer and restaurant employee depend on adherence to sanitation policies and procedures.	X		
65. That customer relations can be maintained at a high level by scheduling personnel for adequate table and/or counter coverage.	X		
66. That in order to establish future production schedules for menu dishes, reliable records of daily sales must be maintained.		X	
67. Thattraining courses offered by suppliers for service station personnel are an execellent way to train and up-date the knowledge and abilities of employees.	X		
68. That a large group of repeat customers allows the dealer to make a near-accurate estimate of future sales volume which is helpful when planning a budget and scheduling work.	X		
69. That the schedule of service station business hours should be arranged to meet the needs of the type customers being served and adjusted when their buying habits change.	X		
70. That the nature of the service station location and the customers served will help determine the mechanical services that should be offered by the business.	X		

TABLE 29
TECHNICAL TEACHING COMPETENCIES IN THE AREA OF SELLING

	Relative Importance+		
	Essential*	Highly Desirable**	Desirable but not Essential***
Knowledge of or Understanding that:	1	2	3
1. The ways to show or display merchandise to create interest and desire in customers.	X		
2. The ways to demonstrate merchandise to create interest and desire in customers.	X		
3. How to get merchandise into the customer's hands to create desire and attachment to the item.	X		
4. How to provide information about merchandise which will create desire or interest in customers.	X		
5. How to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.	X		
6. How to handle individual differences in customers.	X		
7. The ways to help a customer make a buying decision.	X		
8. The customer approaches such as greeting, merchandise and service which may be used when opening a sale.	X		
9. The procedures involved in conducting a cash sale transaction.	X		
10. The procedures for conducting a charge sale transaction.	X		

+ Relative importance which selected distributive education teacher educators placed on the technical teaching competency for the high school distributive education teacher-coordinator.

* Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

** Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment but would not necessarily be competent in all possible fields.

***Desirable but not Essential (Nice to Know): Competencies that are deemed desirable but are not considered essential either generally or in a specific line of merchandise.

TABLE 29 (continued)

		Relative Importance+		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
Knowledge of or Understanding that:		1	2	3
11.	How to properly handle charge plates during a charge sale transaction.	X		
12.	How to operate a cash register correctly.	X		
13.	The store's procedures for handling merchandise being returned by the customer for exchange, cash refund or charge credit.	X		
14.	How to make change and count it back to the customer.	X		
15.	The procedures to use when writing out saleschecks.	X		
16.	The ways to determine how and when to close a sale.	X		
17.	The importance of credit as a selling tool.	X		
18.	How to translate product knowledge into customer benefits.	X		
19.	The ways to handle customer complaints according to store policy.	X		
20.	The store's credit policies, terms and credit plans.		X	
21.	How to handle sales where merchandise alterations are needed.		X	
22.	Department and merchandise locations within the store.	X		
23.	The selling features of products and/or services.	X		
24.	Customer loyalty can be built with timely merchandise and friendly service.	X		
25.	Stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register or ringing the sale onto the wrong key.	X		
26.	How to analyze customer needs.	X		
27.	How to handle C.O.D. sales, lay-away sales and installment credit sales.		X	
28.	How to process checks received in payment for merchandise purchased.	X		
29.	The store's delivery schedule.	X		
30.	The store's policies concerning Will-Call or Lay-away department.		X	

TABLE 29 (continued)

		Relative Importance+		
		Essential*	Highly Desirable*	Desirable* but not Essential*
Knowledge of or Understanding that:		1	2	3
31.	How to fill mail or telephone orders for merchandise.		X	
32.	How to use a lubrication and oil change file system for reminding customers when this car service should be performed.		X	
33.	How to prepare or organize stock for accurate and fast counting during an inventory.	X		
34.	How to arrange stock in a selling department by color, size, style, price, etc.		X	
35.	How to best utilize selling space with volume or best sellers.		X	
36.	The housekeeping duties which must be performed in connection with proper stock care.	X		
37.	How to make minor repairs to merchandise to return it to selling condition.		X	
38.	A combination of seeing, hearing and participation on the part of the customer helps strengthen a sales presentation.	X		
39.	Effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.	X		
40.	The effects of underselling are often as harmful as overselling.	X		
41.	How to reserve rooms and facilities in advance, making the best and most profitable use of available, rentable space.		X	
42.	How to make the operation of the front desk hospitable, systematic and orderly so that a professional atmosphere is presented.		X	
43.	How to arrange for and supervise the serving of large numbers of guests at dinner parties or banquets.		X	
44.	How to take advantage of the activity around the swimming pool for obtaining additional income (rental of cabanas, extension of food service to snackbars at poolside, etc.).		X	
45.	How to conduct a personal sales program - meeting with local businessmen, professional people and those engaged in government and social work - in an effort to sell the use of the hotel or motel's facilities for conventions, exhibits, meetings and banquets.		X	

TABLE 29 (continued)

		Relative Importance+		
		Essential*	Highly Desirable*	Desirable but not Essential*
Knowledge of or Understanding that:		1	2	3
46.	How to assist customers in selecting and weighing the quantity of produce they desire, bagging, and price-marking it.	X		
47.	How to redeem merchandise coupons and reimburse customers for the correct amounts, according to the store's policy and procedures.		X	
48.	How to pre-package produce items in various size units for easy selection by customers.		X	
49.	How to provide smooth service by taking guests' orders systematically, using abbreviations for food selections so as to avoid serving guests the wrong orders.		X	
50.	How to use suggestion selling in situations where customers are unfamiliar with the service, have difficulty in interpreting the menu or have a limited budget.	X		
51.	Feature dishes on which the profit is higher than others.		X	
52.	The procedures for reporting to the food preparation staff any food item that is not of suitable quality.		X	
53.	How to properly wash and sterilize drinking, eating and cooking utensils in compliance with sanitary regulations.		X	
54.	Ability to keep silverware, glassware and china clean and shining in quantities necessary for serving.		X	
55.	The kitchen methods and procedures required in the preparation of food.			X
56.	How to systematically and efficiently serve customers at curb-service restaurant facilities.		X	
57.	How to detect and point out to customers automobile parts that need replacement.		X	
Skill:		1	2	3
1.	In remembering customers' names when serving them.	X		
2.	In distinguishing a customer's personal characteristics while talking to him.	X		
3.	In meeting sales quotas.		X	
4.	In remembering personal information about individual customers.		X	

TABLE 29 (continued)

		Relative Importance+		
		Essential*	Highly Desirable*	Desirable* but not Essential*
Skill:		1	2	3
5.	In determining when to approach a customer to open a sale.	X		
6.	In showing a genuine interest in the customer's problem.	X		
7.	In determining where the customer is in his thinking and proceeding to assist him through the remaining decisions in the buying process.	X		
8.	In opening a sales conversation with a suitable statement or remark.	X		
9.	In determining customers' wants and desires during a sale.	X		
10.	In suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.	X		
11.	In listening for indications regarding the prices a customer wants to pay during a sale.	X		
12.	In relating merchandise benefits to a customer's needs when talking about it.	X		
13.	In sensing a customer's objections and handling them as effectively as possible.	X		
14.	In suggesting larger quantities, related goods and additional goods in an effort to increase the average sale.	X		
15.	In closing a sale with a statement appropriate to the occasion or the season.	X		
16.	Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.	X		
17.	In locating stock on the selling floor,in an understock or a reserve stock.	X		
18.	Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.		X	
19.	Ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.	X		
20.	In determining the best location and arrangement of stock on the selling floor, in an understock or a reserve stock.		X	

TABLE 29 (continued)

Skill:		Relative Importance+ Essential* 1	Highly Desirable* * 2	Desirable* but not * Essential* 3
21.	In coordinating merchandise with related items in an attempt to increase the amount of the sale.	X		
22.	Ability to determine the buying motives of customers and then appeal to them.	X		
23.	Ability to question, observe and listen in order to complete a successful sale.	X		
24.	Ability to provide customers "facts and benefits" with discretion, analyzing and judging their reactions.	X		
25.	Ability to engage appropriate timing in every phase of the sales presentation.	X		
26.	In packing or wrapping a customer's purchase whether it is a take-with purchase or one to be delivered.	X		
27.	Ability to efficiently handle a cash register.	X		
28.	Ability to efficiently handle charge sale transactions.		X	
29.	Ability to efficiently handle a cash sale transaction.	X		
30.	In helping a customer make a buying decision.	X		
31.	Ability to get merchandise into the customer's hands to create desire and attachment to the item.	X		
32.	In demonstrating merchandise in the ways it may be used by the customer.	X		
33.	In showing or displaying merchandise in a way that creates interest and desire in customers.	X		
34.	In determining when and how to close a sale.	X		
35.	Ability to determine the correct change and count it back to a customer during a cash sale according to company procedure.	X		
36.	Ability to tactfully handle difficult customers.	X		
37.	In properly writing out saleschecks.	X		
38.	Ability to serve customers in the manner or style that management desires.	X		
39.	In returning guest rooms to rentable order just as soon as possible after being vacated.			X

TABLE 29 (continued)

	Skill:	Relative Importance+		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
		1	2	3
40.	In quickly and efficiently moving guests' luggage into the hotel or motel lobby and then on to their rooms.		X	
41.	Ability to quickly spot low-stock items and on a priority basis refill immediately if there is a reserve stock.		X	
42.	In preparing produce for display by washing, trimming and separating bulk quantities into smaller, more salable units.		X	
43.	Ability to determine quickly when price changes are necessary to meet competition.		X	
44.	Ability to rework and trim unsold produce for maximum sales appeal.		X	
45.	In prepackaging produce items into various sizes and weights after considering traffic flow, time of week or day and customer buying habits.		X	
46.	Ability to quickly and accurately distinguish the department from which merchandise comes and ring the item on the correct cash register department key.	X		
47.	Ability to rotate coded items to the front so that older merchandise is sold first.	X		
48.	In tactfully explaining the reason for the shortage of a selected food item that is "out" and suggesting something that might be equally appealing to the customer.		X	
49.	Ability to prepare short-orders for beverages and food items.		X	
50.	In quickly stripping tables, removing soiled linens and resetting for the next meal.		X	
51.	Ability to inform busboys far enough ahead when supplies and special services are needed.		X	
52.	Ability to suggest food items that the customer might have overlooked such as butter, cream and crackers as he passes along the cafeteria line.		X	
53.	In suggesting an appetizer or another course that a guest may enjoy while waiting for a cooked-to-order meal that will take awhile for preparation.		X	
54.	In remembering what tables and seating arrangements are available when greeting arriving guests so as not to force them to wait while tables are being located.		X	

TABLE 29 (continued)

		Relative Importance+		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
Skill:		1	2	3
55.	Ability to perform such car-servicing tasks as lubricating, changing tires, replacing mufflers and charging batteries.		X	
56.	In operating service or tow trucks to service stalled automobiles.			X
Attitude:		1	2	3
1.	A feeling that each customer is an "individual."	X		
2.	A feeling that the customer needs the service or product being offered.	X		
3.	A feeling of sincere interest in customers and their problems.	X		
4.	A belief that the job of selling contributes to the well-being of customers.	X		
5.	A strong interest in the merchandise or service being sold.	X		
6.	A conviction that selling is important to the store and to the ecomony.	X		
7.	A feeling that value is added to merchandise that is handled with care and respect.	X		
8.	A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.	X		
9.	That customers' objections must be handled and overcome with respect.	X		
10.	That a customer's complaint is an excellent opportunity to build goodwill.	X		
11.	That good display of merchandise is a prime factor in developing a customer's interest.	X		
12.	That suggestion selling is a service to the customer and also increases volume and profits.	X		
13.	That the act of selling is helping the customer obtain maximum personal satisfaction for money spent.	X		
14.	That basic product information is necessary to demonstrate good selling practices.	X		
15.	That sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.	X		

TABLE 29 (continued)

	Relative Importance^{+}		
	Essential*	Highly Desirable*	Desirable* but not Essential*
Attitude:	1	2	3
16. A realization of the importance of the salesperson's position in regard to his public relations function.	X		
17. That the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.	X		
18. That today's customer keeps up-to-date on recent developments, is often presold when she arrives in the store, is alert to new ideas, wants facts about the merchandise and expects wide assortments.	X		
19. That today's customer chooses the store where shopping conditions are most pleasant.	X		
20. That the customer - by his very act of complaining - is giving the store an opportunity to correct a possible fault in its operation.	X		
21. A feeling of pride in being a salesperson.	X		
22. A belief that to avoid confusing the customer a reasonable number of an item should be shown at one time.	X		
23. That stocks which are kept fresh and tidy are a true asset during a sale.	X		
24. A belief that one must know the merchandise being featured in interior and window displays in order to do an adequate selling job.	X		
25. That customers should be approached promptly and not be kept waiting.	X		
26. A belief that one should live up to promises made to customers.	X		
27. A belief that one should take advantage of sales training opportunities.	X		
28. An awareness that each salesperson should attempt to meet his sales quota in order to meet established job performance.	X		
29. That in selling, one is appealing to such fundamental human wants as security, love and power.	X		
30. That the buyer or department manager must be promptly informed of items not in stock for which customers ask.	X		

TABLE 29 (continued)

		Relative Importance^{+}		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
Attitude:		1	2	3
31.	That merchandise must be carefully handled to reduce markdowns.	X		
32.	An awareness that people usually do not buy merchandise itself; rather, they buy merchandise benefits.	X		
33.	An awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.	X		
34.	That in keeping supplies and equipment replenished on the pump islands a higher degree of efficiency and customer goodwill can be maintained.	X		
35.	That in order to determine the kinds and extent of services and facilities to be offered, the hotel must have an adequate knowledge of the type guest being served.		X	
36.	That selling does not stop when the guest has registered - he should be encouraged to utilize the full facilities of the house throughout his stay.	X		
37.	That hotel employees who have direct contact with guests must always be salesminded, offering suggestions regarding services and available facilities.	X		
38.	That the guest is apt to judge the entire hotel or motel staff by the treatment he receives at the front desk operation.	X		
39.	That all hotel guests are "friends" of the manager - their patronage is sought.	X		
40.	That one should give the best customer service with the customer always first in mind.	X		
41.	That shelf and special displays sell more merchandise when straightened and resupplied as merchandise is sold down.	X		
42.	That uninterested and slow service will not increase business at the lunch counter where quick service is desired.	X		
43.	That any necessary food items that are "out" or in short supply must be reported immediately.	X		
44.	That the possession of an understanding of the firm's policies concerning foods and services helps build customer confidence and restaurant personnel's self-confidence.	X		
45.	That the goodwill of the customer is based on his confidence in the quality of the food and his appreciation of the excellence of the service.	X		

TABLE 29 (continued)

		Relative Importance+		
		Essential*	Highly * Desirable*	Desirable* but not * Essential*
Attitude:		1	2	3
46.	That since it is the customer's privilege to know about the food he eats, the person serving him should maintain an adequate knowledge of the food served and its preparation in order to answer questions.	X		
47.	That clean, orderly counters are a method of stimulating sales.	X		
48.	That in order to maintain customer goodwill dishes must sometimes be re-prepared,servings be replaced or payment for the meal be refunded.	X		
49.	That the business life of a restaurant operation depends upon building a clientele of satisfied customers.	X		
50.	That even though counter service is usually patronized by a customer because of its quick service, the customer must not be made to feel that he is being pushed or rushed for a menu decision.	X		
51.	That the restaurant sale is more than an exchange of money for food - it is the selling of service and satisfaction as well as food.	X		
52.	That in taking guests' orders it is customary to begin with the guest on the host's right (if he indicates he will not order for the entire party) and move counterclockwise; when a couple is dining, it is customary to ask the lady's escort for her order unless he indicates otherwise.		X	
53.	That low-stock items must be quickly spotted and refilled immediately from a reserve stock.	X		
54.	That the best dish on earth is only as good as the manner in which it is served.	X		
55.	That guests favor two qualities in restaurant employees- courtesy and understanding.	X		
56.	That in order to serve customers quickly and efficiently serving tables or condiment stands must always be well supplied with such items as sugar, napkins, glasses, ice, cream, meat sauces and salad dressings .	X		
57.	That certain housekeeping duties such as cleaning and dusting tables and chairs and vaccuming must be done in order to promote the restaurant as a clean, desirable place to eat.	X		

TABLE 29 (continued)

		Relative Importance+		
		Essential* 1	Highly * Desirable* 2	Desirable* but not * Essential* 3
Attitude:				
58.	That usually as much of a waitress's (waiter's) time is spent on "side work" as on serving table guests or counter customers. (Example: cutting butter, lemons, refilling sugar bowls, creamers, dusting tables, chairs, inspecting linens before use, etc.)		X	
59.	That care must be taken to see that menus are neatly folded, clean and ready for use at the dining hours for which they are intended.		X	
60.	That customer confidence is strengthened when served with gleaming china, glassware and polished silverware.		X	
61.	That dining can be made much more enjoyable for the guest by quietly and quickly replenishing beverages and food accompaniments and filling any additional request.		X	
62.	That a guest should not be kept waiting for his food check; the check should be presented after the last course has been served or as soon as the guest has finished eating.		X	
63.	That menu and price signs should be attractively placed, easily read and replaced when they become soiled.		X	
64.	That providing a pick-up service at customers' homes or businesses for servicing cars will increase business and stimulate customer goodwill.		X	
65.	That each occasional customer can be converted into a regular, repeat buyer at the service station.	X		
66.	That clean, sparkling restrooms well supplied with soap, towels, etc. do much to increase customer goodwill.	X		

As previously stated, the determination of technical teaching competencies was based on competencies needed by distributive workers to enter and advance in a two-step career continuum. The job level at which a competency was needed and the categories of business in which the competency was needed were factors affecting the consultants' evaluation of the competency regarding its relative importance for the high school distributive education teacher-coordinator. Tables 30 - 38 provide a cross-tabulation of competencies needed by workers in 70 jobs in 7 categories of distributive business. (Six of the 76 jobs were combined with jobs of a similar nature when the analysis was made.) An analysis of the data in these tables indicates common cores of competencies for jobs of a similar nature throughout most, if not all, of the categories and shows a common core of competencies relevant to particular categories. It was on a basis of a careful study of these data that the relative importance of technical teaching competencies were determined.

The cross-tabulation of competencies needed by distributive workers in the 7 categories of business included in the study is organized so that jobs of a similar nature throughout the categories may be analyzed together. In Tables 30 - 38 competency numbers are located down the left side of the tables. These refer to the statements of technical teaching competencies found in Tables 21 - 29.

Job numbers, located across the top of the tables, are arranged according to types of jobs, with the same job throughout all categories clustered together. For example, "1-1" is an entry salesperson job in a department store. The prefix "1" is the category number; the latter number is the job number. Job numbers without a prefix are those which are found in only one category of business.

The reader should use the following listing of categories and job numbers to read Tables 30 - 38:

Code for Jobs and Categories:

1-1 = Department Store, Salesperson
1-1x = Department Store, Professional Salesperson
2-1 = Variety Store, Salesperson
2-1x = Variety Store, Commissioned Salesperson
3-1 = Service Station, Attendant
5-1y = Wholesaling, Salesman
5-1z = Wholesaling, Route Salesman and/or Vending Machine Specialist
2-19 = Variety Store, Checkout Cashier
4-19 = Food Store, Checker
7-19 = Restaurant, Cashier (Checker, cafeteria)
23 = Wholesaling, Sales Manager
29 = Hotel/Motel, Room Clerk
30 = Hotel/Motel, Reservation Manager
1-3 = Department Store, Buyer
2-3 = Variety Store, Buyer
4-3 = Food Store, Head Grocery Clerk and/or Head Produce Clerk
5-3 = Wholesaling, Buyer
6-3 = Hotel/Motel, Purchasing Agent
24 = Wholesaling, Head Buyer/Merchandise Manager
25 = Wholesaling, Merchandiser
1-4 = Department Store, Stockperson
2-4 = Variety Store, Marker/Stockman
4-4 = Food Store, Grocery Clerk and/or Produce Clerk
15 = Variety Store, Stockroom Supervisor
1-5 = Department Store, Department Manager/Sales Supervisor
2-5 = Variety Store, Section Manager (Floor Girl)
1-12 = Department Store, Receiving Clerk (Marker)

5-12 = Wholesaling, Order Selector (Warehouseman)
1-13 = Department Store, Assistant Receiving Manager
5-13 = Wholesaling, Receiving/Shipping Supervisor
1-14 = Department Store, Receiving Manager
5-14 = Wholesaling, Warehouse Manager
2-16 = Variety Store, Assistant Store Manager
3-16 = Service Station, Assistant Station Manager (Shift Manager)
4-16 = Food Store, Assistant Manager
6-16 = Hotel/Motel, Assistant Manager
7-16 = Restaurant, Assistant Manager
2-22 = Variety Store, Assistant Store Manager
3-22 = Service Station, Station Manager (Dealer)
4-22 = Food Store, Store Manager
6-22 = Hotel/Motel, Manager
7-22 = Restaurant, Manager
17 = Variety Store, Service Desk
20 = Variety Store, Office Clerk
2-21 = Variety Store, Head Cashier/Bookkeeper (Office Manager)
4-21 = Food Store, Head Cashier
31 = Hotel/Motel, Night Auditor (Night Manager)
18 = Variety Store, Personnel Manager
26 = Hotel/Motel, Bellman
27 = Hotel/Motel, Bell Captain
28 = Hotel/Motel, Service Superintendent
32 = Hotel/Motel, Chef
33 = Hotel/Motel, Catering Manager
34 = Hotel/Motel, Executive Housekeeper
35 = Hotel/Motel, Sales Manager
36 = Hotel/Motel, Building Superintendent
37 = Hotel/Motel, Recreation Director
38 = Restaurant, Busboy (Cafeteria, Floor girl)
39 = Restaurant, Waiter (Waitress) and/or Counter girl
40 = Restaurant, Head Waiter
41 = Restaurant, Hostess
2 = Department Store, Assistant Buyer
6 = Department Store, Credit Interviewer
7 = Department Store, Assistant Credit Manager
8 = Department Store, Credit Manager
9 = Department Store, Display Helper
10 = Department Store, Assistant Display Manager
11 = Department Store, Display Manager
42 = Department Store, Advertising Manager

TABLE 30
ADVERTISING
Knowledges and Understandings

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1Y	2-1	2-1X	3-1	5-1Y	5-12	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	3-4	15	1-5	2-5	1-12	2-12	1-13	2-13	1-14	2-14	2-16	3-16	4-16	5-16	7-16	2-22	3-22	4-22	5-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 30
ADVERTISING
Skills

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-1	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 30
ADVERTISING
Attitude

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	3-1Y	3-12	2-19	4-19	5-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 31
COMMUNICATIONS
Knowledges and Understandings

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	19	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 31
COMMUNICATIONS
Skills

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 31
COMMUNICATIONS
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JOBS AND CATEGORIES:

COMPETENCY

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TABLE 32
DISPLAY
Knowledges and Understandings

JOBS AND CATEGORIES:

COMPETENCY

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TABLE 32
DISPLAY
Skills

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	2-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	13	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 32
DISPLAY
Attitude

JOBS AND CATEGORIES:

COMPETENCY

	1-1	1-1X	2-1	2-1X	3-1	5-1X	5-12	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	16	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 33
HUMAN RELATIONS
Knowledges and Understandings

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	21	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 33
HUMAN RELATIONS
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JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	3-12	1-13	3-13	1-14	3-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	5-22	7-22	12	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 33
HUMAN RELATIONS
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JOBS AND CATEGORIES:

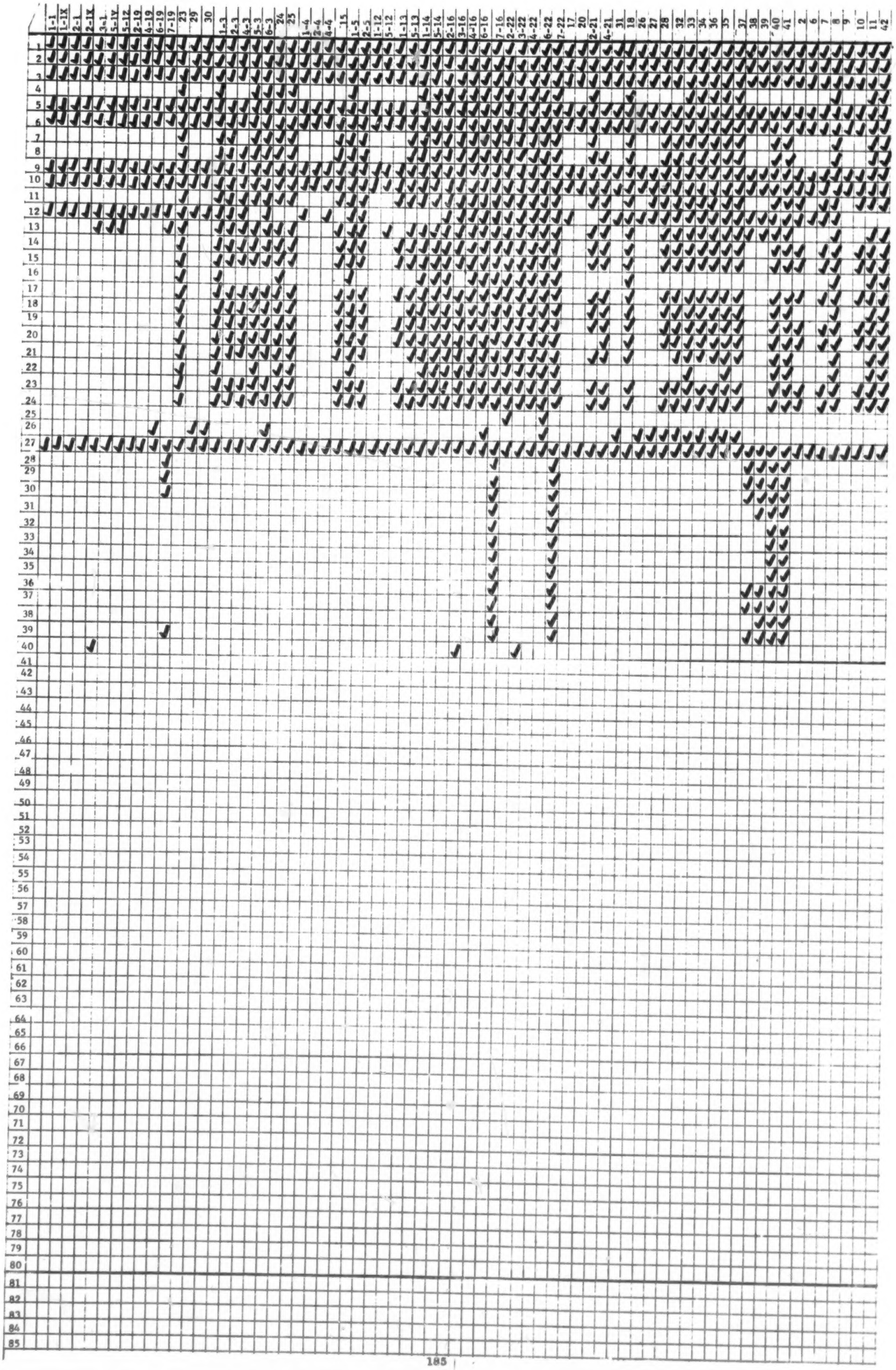

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TABLE 34
MATHEMATICS
Knowledges and Understandings

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-12	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 34
MATHEMATICS
Skills

JOBS AND CATEGORIES:

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TABLE 34
MATHEMATICS
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JOBS AND CATEGORIES:

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TABLE 35
MERCHANDISING
Knowledges and Understandings

JOBS AND CATEGORIES:

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TABLE 35
MERCHANDISING
Skills

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 35
MERCHANDISING
Attitude

JOBS AND CATEGORIES:

COMPETENCY

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TABLE 36
OPERATIONS AND MANAGEMENT
Knowledges and Understandings

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	3-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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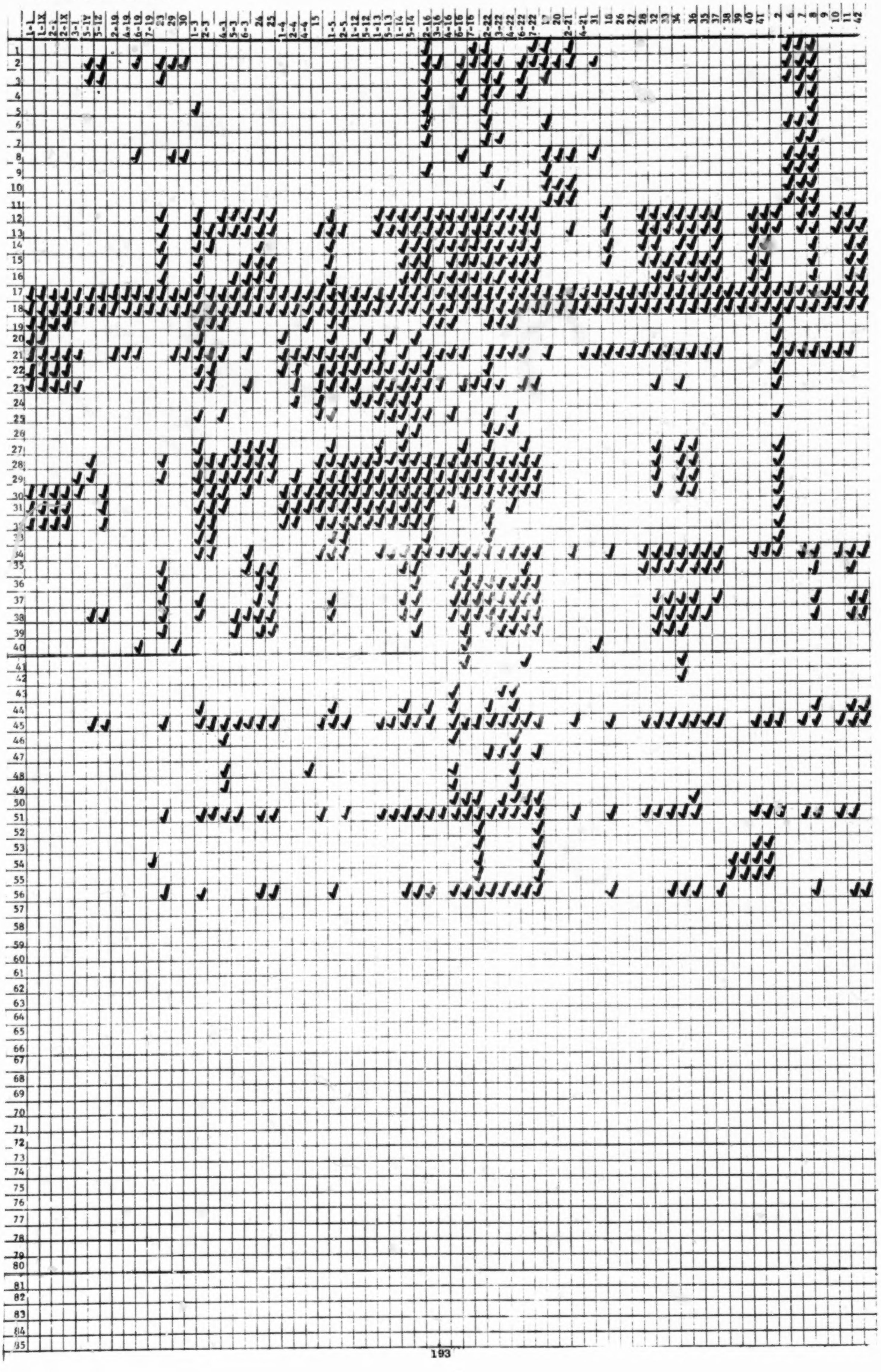
TABLE 36
OPERATIONS AND MANAGEMENT
Skills

JOBS AND CATEGORIES:


1-1
1-1X
2-1
2-1X
3-1
5-1Y
5-1Z
2-19
4-19
6-19
7-19
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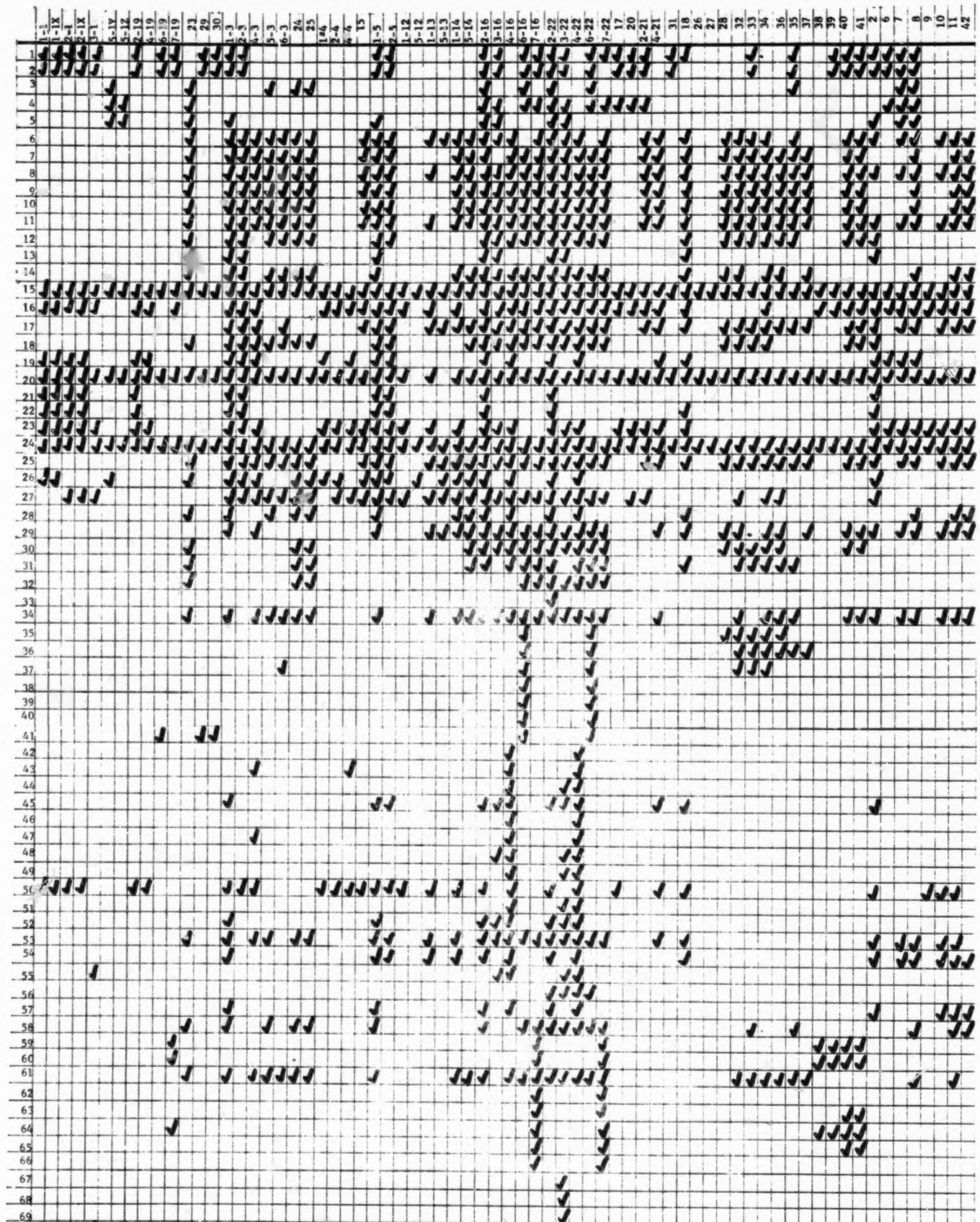
COMPETENCY

TABLE 36
OPERATIONS AND MANAGEMENT
Attitude

JOBS AND CATEGORIES: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1-1X
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COMPETENCY

TABLE 37
PRODUCT AND/OR SERVICE TERMINOLOGY
Knowledges and Understandings

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 37
PRODUCT AND/OR SERVICE TERMINOLOGY
Skills

JOBS AND CATEGORIES:

	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	25	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 37
PRODUCT AND/OR SERVICE TERMINOLOGY
Attitude

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 38
SELLING
Knowledges and Understandings

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	4-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 38
SELLING
Skills

JOBS AND CATEGORIES:

COMPETENCY	1-1	1-1X	2-1	2-1X	3-1	5-1Y	5-1Z	2-19	4-19	6-19	7-19	23	29	30	1-3	2-3	4-3	5-3	6-3	24	25	1-4	2-4	6-4	15	1-5	2-5	1-12	5-12	1-13	5-13	1-14	5-14	2-16	3-16	4-16	6-16	7-16	2-22	3-22	4-22	6-22	7-22	17	20	2-21	4-21	31	18	26	27	28	32	33	34	36	35	37	38	39	40	41	2	6	7	8	9	10	11	42
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TABLE 38
SELLING
Attitude

JOBS AND CATEGORIES:

COMPETENCY

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SUMMARY AND IMPLICATIONS

In this chapter, the technical teaching competencies (subject matter know-how) needed by the high school distributive education teacher-coordinator have been presented. These technical teaching competencies, clustered around the areas of advertising, communications, display, human relations, mathematics, merchandising, product and/or service technology, operations and management and selling, were based on the technical competencies needed by distributive workers to perform critical tasks in selected jobs in a two-step career continuum. The critical tasks of the distributive workers were identified through 400 job interviews concerning 76 jobs in seven categories of business: department stores, variety stores, food stores, restaurants, service stations, wholesaling and hotels/motels. Six distributive advisory committees assisted in selecting the jobs to be studied. Concepts and generalizations assumed to underlie competencies for entry and advancement in all distributive fields were drawn from the literature and evaluated by two members of the Committee of Consultants. The technical competencies needed by the workers were drawn from the literature and from personal experience of the investigators. The competencies in each category of distributive business were then evaluated by paired distributive specialists - one from each of the distributive advisory committees and one teacher educator selected on a basis of his technical specialization. The technical teaching competencies were evaluated by distributive teacher educators who had participated in identifying competencies needed by distributive workers.

Major Findings: All of the concepts and generalizations concerning marketing and economics considered necessary for distributive workers were considered essential for the distributive education teacher-coordinator.

Most of the technical teaching competencies needed by distributive workers were considered "essential" or "highly desirable" for the high school distributive education teacher-coordinator. Of the 983 technical competencies deemed necessary for distributive workers, 900 were considered "essential" or "highly desirable" for the distributive education teacher-coordinator. The competencies considered "essential" or "highly desirable" in the nine areas were: advertising - 81; communications - 74; display - 74; human relations - 86; mathematics - 48; merchandising - 92; product and/or service technology - 87; operations and management - 182; and selling - 176.

In the advertising area, competencies related to principles of advertising and to the use of advertising in selling were rated more important for the teacher-coordinator than the technical skills required of an advertising specialist.

In the communications area, all but 5 of the 79 competencies were considered very important for the teacher-coordinator.

In the display area, competencies involving the application of principles of display were rated as more important for the teacher-coordinator than competencies involving specialized technical skills.

In the human relations area, all of the listed competencies were considered very important for the teacher-coordinator.

In the mathematics area, 48 of the 49 listed competencies were considered very important for the teacher-coordinator. These are mathematical competencies directly related to tasks performed by distributive workers included in this study.

In the merchandising area, the majority of the competencies were rated "highly desirable" rather than "essential." Many of the merchandising competencies are those required by workers at the mid-management level.

In the product and/or service area, all but 8 of the 95 listed competencies were considered very important for the teacher-coordinator. Six of the 8 competencies considered less important were those concerned with the restaurant or hotel/motel categories. These were highly specialized competencies.

In the operations and management area, as far as the distributive education teacher-coordinator was concerned, the majority of knowledges and skills were rated "highly desirable," whereas the large majority of attitudes were rated "essential."

In the selling area, all but 3 of the 110 listed knowledges and skills and all 66 listed attitudes were considered very important for the teacher-coordinator.

Implications: The list of technical teaching competencies considered essential or highly desirable for the high school distributive education teacher-coordinator should serve as a basis for curriculum decisions concerning the technical (subject matter) component in a teacher education curriculum. This list provides the teacher educator with a valid reason for requesting that additional technical courses be provided if appropriate courses are not available through which the identified competencies can be developed. The list may also suggest the elimination of some technical courses which may now be included in a distributive teacher education curriculum which are without a valid basis for being included.

The cross-tabulation of competencies required by distributive workers in 76 jobs in 7 categories of business provides curriculum workers concerned with the high school and/or post secondary program with important clues. The clustering of competencies around certain levels of jobs, the common cores of competencies in each of the nine areas into which the competencies are organized and the "isolation" of competencies required of relatively few of the workers studied are graphically shown in Tables 30 - 38.

The need for further distributive teacher education research is indicated in at least three areas:

1. The development and classification of educational objectives to develop the technical teaching competencies.
2. Experimentation of ways to interrelate the development of technical and professional competencies.
3. The construction and testing of measuring instruments.

The data provided in Volumes II-IV of this research concerning the critical tasks and competencies of distributive workers, together with a cross-tabulation of competencies within each of the seven categories studied, should serve as a basis for a chain of research concerning curriculums in high school and post secondary programs. Among the numerous types of studies needed are these:

1. The construction and classification of educational objectives to develop each of the 983 identified competencies.
2. The construction and validation of test items based on specific objectives.
3. The development of a taxonomy of classroom questions based on specific objectives.
4. The development of learning experiences to accomplish the objectives in all of the taxonomic classifications.

This chapter has presented the technical teaching competencies deemed necessary for the high school distributive education teacher-coordinator in order for him to develop competencies needed by workers to enter and advance in distributive occupations. This is the fourth and final element in the Competency Pattern.

The cross-tabulation of competencies needed by distributive workers in 70 jobs (six of the 76 jobs studied were re-classified) in 7 categories of distributive business was also included in this chapter. A detailed report of the data concerning critical taaks in each of the jobs included in the study and competencies needed to perform these tasks will be found in Volumes II-IV of this study.

CHAPTER VI

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

The Problem: The problem was to determine competencies needed by a high school distributive education teacher-coordinator to effectively conduct a distributive education program and then to determine the experiences to include in a teacher education program to develop these competencies. The approach to this problem was to construct a competency pattern for the job of the distributive education teacher-coordinator. The specific objectives of the study were (1) to determine the basic beliefs concerning distributive education; (2) to determine the critical tasks in the job of the distributive education teacher-coordinator; (3) to determine the professional competencies needed to perform these tasks; (4) to determine the technical competencies needed by the teacher-coordinator to develop competencies needed by workers to enter and advance in a distributive occupation.

Procedures: A variation of Q-methodology was used to determine the basic beliefs concerning all phases of distributive education. The total population of distributive education state supervisory and teacher education personnel in the United States and its territories served as Reactor Group I. The members of this group indicated their degree of agreement to 96 statements of basic belief by means of a Basic Belief card-sort. In-depth interviews were used to determine the critical tasks in the job of the high school distributive education teacher-coordinator. The perceptions of a purposive sample of 8 state supervisors, 8 teacher educators and 48 teacher-coordinators of the total job of the distributive education teacher-coordinator were obtained through the use of a Critical Task card-sort. The investigator met with the participants, referred to as Reactor Group II, in 11 test centers situated throughout the United States. Before reacting to the Critical Task card-sort, the members of Reactor Group II participated in a three-hour discussion of the basic beliefs agreed upon by Reactor Group I and were instructed to determine critical tasks in relation to this philosophy. Professional competencies needed to perform the critical tasks in the job of the distributive education teacher-coordinator were drawn from the literature and personal experience of the investigator. The tentative list of professional competencies was reviewed by local resource personnel and by Professor Warren Meyer and Professor Harland Samson. The revised list of professional competencies was then evaluated in terms of clarity, appropriateness and completeness by a purposive sample of four teacher educators who had participated as members of Reactor Group II. The investigator synthesized the suggestions of the participants and made a final revision of the statements of professional competencies. In order to determine technical teaching competencies needed by the distributive education teacher-coordinator, the following procedures were used: (1) concepts and generalizations concerning marketing and economics were drawn from the literature and evaluated by two members of the Committee of Consultants; (2) critical tasks of distributive workers in 76 jobs in 7 categories of distributive business were determined through 400 interviews in three Virginia localities; (3) competencies needed to perform the critical tasks were drawn from the literature and from personal experience of the investigators and were evaluated by paired distributive specialists, one specialist from each of the six distributive advisory committees and six distributive teacher educators; (4) competencies needed by distributive workers in the 76 jobs included in this study were evaluated by seven distributive teacher educators in terms of their relative importance for the high school distributive education teacher-coordinator.

Major Findings:

Regarding Philosophy:

1. There were few statistically significant differences of opinion among the three respondent groups in Reactor Group I, composed of state supervisors, assistant state supervisors and teacher educators in the

several states and territories regarding the basic beliefs concerning distributive education: the definitions, aims and objectives, guidance, coordination, curriculum, administration and teacher education.

2. The respondents in Reactor Group I had a very high degree of agreement on 83 of the 96 statements of belief. On 13 statements, there was a disagreement ranging from 1.51 to 1.83. On one of these statements, (card 51), the suggested revisions would have duplicated the statement on card 52, so this statement was not re-submitted. When the remaining 12 statements were re-submitted, the response from 87.1 per cent of the group indicated a high degree of agreement on 9 of the 12 statements. On three of the statements the degree of disagreement ranged from 31.0% to 36.1%, but the numerous comments explaining the reason for disagreement made it possible to revise these three cards to satisfy the concern of the leadership group.

3. The 96 statements of basic belief, as presented in Tables 4 - 10, Chapter I, form the theoretical foundation for this study and become the first element in a competency pattern for the job of the distributive education teacher-coordinator. Theoretical singular propositions were tested in the structured card-sort. The high degree of agreement of the members of Reactor Group I and the high degree of agreement among the three sub-groups on each of the categories of belief made it possible to construct a philosophy which reflects the deliberative opinions of the leadership in distributive education throughout the nation.

Regarding Critical Tasks:

1. Of the 187 critical tasks under consideration, 179 were deemed "critical" by the respondents. These were tasks which were rated 2.50 or above on a 5-point scale, with "5" being "most important." Included in this number were 48 tasks in the teaching function; 25 tasks in the guidance function; 39 tasks in the coordination function; 29 tasks in the public relations function; 33 tasks in the operation and administration function; and 5 tasks in the total school function. Most of the tasks considered "less important"or "unimportant" were those involving such duties as bus duty, hall duty and study hall duty.

2. All three groups felt that more time should be spent on tasks classified in the coordination function; less time on administrative duties and considerably less time on tasks classified in the function, total school program.

3. Respondents listed 98 tasks as "additional tasks," 79 of which were rated as "critical." Fifty-three of these critical tasks (those that did not duplicate tasks in the Critical Task card-sort) were accepted as additional critical tasks.

4. In response to the open-end question concerning tasks which impede the work of the distributive education teacher-coordinator, keeping in mind the philosophy, 90 tasks were listed. Some were classified "required"; some were classified "volunteered." Seven or more respondents,working independently, listed 16 tasks which hinder the distributive education teacher-coordinator in carrying out the mission of distributive education.

Regarding Professional Competencies:

1. In the teaching function there were 95 competencies, of which 31 were classified under "knowledge," 22 were classified under "understanding," 18 were classified under "skill" and 24 were classified under "attitude."

2. In the guidance function there were 28 competencies, of which 8 were classified under "knowledge," 4 were classified under "understanding," 8 were classified under "skill" and 8 were classified under "attitude."

3. In the coordination function there were 37 competencies, of which 5 were classified under "knowledge," 8 were classified under "understanding," 9 were classified under "skill" and 15 were classified under "attitude."

4. In the public relations function there were 29 competencies, of which 7 were classified under "knowledge," 3 were classified under "understanding," 7 were classified under "skill" and 12 were classified under "attitude."

5. In the operation and administration function there were 44 competencies, of which 12 were classified under "knowledge," 6 were classified under "understanding," 20 were classified under "skill" and 6 were classified under "attitude."

Regarding Technical Teaching Competencies:

1. All of the concepts and generalizations concerning marketing and economics considered necessary for distributive workers were considered essential for the distributive education teacher-coordinator.

2. Most of the technical teaching competencies needed by distributive workers were considered "essential" or "highly desirable" for the high school distributive education teacher-coordinator. Of the 983 technical competencies deemed necessary for distributive workers, 900 were considered "essential" or "highly desirable" for the distributive education teacher-coordinator. The competencies considered "essential" or "highly desirable" in the nine areas were: advertising - 81; communications - 74; display - 74; human relations - 86; mathematics - 48; merchandising - 92; product and/or service technology - 87; operations and management - 182; and selling - 176.

3. In the advertising area, competencies related to principles of advertising and to the use of advertising in selling were rated more important for the teacher-coordinator than the technical skills required of an advertising specialist.

4. In the communications area, all but 5 of the 79 competencies were considered very important for the teacher-coordinator.

5. In the display area, competencies involving the application of principles of display were rated as more important for the teacher-coordinator than competencies involving specialized technical skills.

6. In the human relations area, all of the listed competencies were considered very important for the teacher-coordinator.

7. In the mathematics area, 48 of the 49 listed competencies were considered very important for the teacher-coordinator. These are mathematical competencies directly related to tasks performed by distributive workers included in this study.

8. In the merchandising area, the majority of competencies were rated "highly desirable" rather than "essential." Many of the merchandising competencies are those required by workers at the mid-management level.

9. In the product and/or service area, all but 8 of the 95 listed competencies were considered very important for the teacher-coordinator. Six of the 8 competencies considered less important were those concerned with the restaurant or hotel/motel categories. These were highly specialized competencies.

10. In the operations and management area, as far as the distributive education teacher-coordinator was concerned, the majority of knowledges and skills were rated "highly desirable," whereas the large majority of attitudes were rated "essential."

11. In the selling area all but 3 of the 110 listed knowledges and skills and all 66 listed attitudes were considered very important for the teacher-coordinator.

IMPLICATIONS

These findings have implications for all phases of the distributive education program and should have a bearing on other vocational educational fields as well. The fact that the vast majority of the leadership in distributive education has agreed upon definitions, aims and objectives, curriculum, guidance, coordination, administration and teacher education as applied to this field indicates that the philosophy of distributive education expressed in these findings can serve as a theoretical structure on which not only this research but related research can be erected.

The high degree of agreement among state supervisors, teacher educators and teacher-coordinators selected to consider the problem of determining the critical tasks in the job of the distributive education teacher-coordinator provides confidence that the list of 179 tasks considered "critical" is a valid one.

The findings show that in order to carry out the mission of distributive education the high school distributive education teacher-coordinator must perform a large number of tasks involving a wide range of reponsibilities. It is evident that as the distributive education program in a community grows it will become necessary to employ more than one teacher-coordinator if the aims and objectives of distributive education are to be accomplished. It is also evident that priorities regarding tasks must be established so that there is proper balance among the job functions.

Serious consideration should be given to the problem of tasks listed as "jobs which impede," whether required or volunteered. Priority should be given to those critical tasks which must be performed by the distributive education teacher-coordinator if the tasks are to be performed at all. This does not imply that the distributive education teacher-coordinator should not share in the responsibilities of the total school program. It does mean, however, that if the mission of distributive education is to be accomplished, the assignment of extra duties should be carefully considered in relation to the D. E. teacher-coordinator's total job. For example, there is no more justification in requesting that a distributive education teacher-coordinator substitute for another teacher at the time he should be making coordination visits or performing other essential tasks than there would be in requesting a geometry teacher to leave his class to substitute for the art teacher. Timing and selectivity are the key issues to be jointly considered by the principal and by the D. E. teacher-coordinator.

Careful consideration also should be given to the over-emphasis of any tasks within the job of the D. E. teacher-coordinator. The fact that 21 respondents working independently mentioned "carries DECA activities to an extreme" as tasks which impede suggests that even tasks considered "critical" should be evaluated from time to time. The fact that 12 of the 21 respondents indicated that the over-emphasis on DECA was "volunteered" rather than required makes a periodic re-evaluation of this and similar activities no less important.

RECOMMENDATIONS

As a result of this investigation, the writer has become aware of the need for further research regarding distributive education in general and distributive teacher education in particular. Some of the types of studies which should be considered are:

1. Establishing Priorities in the Total Job of the Distributive Education Teacher-coordinator
2. Constructing a Competency Pattern for the Distributive Teacher Educator (Also for the State Supervisor, the Post Secondary Teacher-coordinator, the Adult Instructor)
3. The Development and Classification of Educational Objectives to Develop Identified Professional Competencies in Each of the Five Job Functions in the Job of the D. E. Teacher-coordinator
4. The Construction of Measuring Instruments
5. The Development and Classification of Educational Objectives to Develop each of the Technical Teaching Competencies in the Nine Competency Areas
6. The Development and Classification of Educational Objectives to Develop each of the 983 technical Competencies
7. The Construction and Validation of Test Items Based on Specific Objectives
8. The Development of a Taxonomy of Classroom Questions Based on Specific Objectives
9. Experimentation of Ways and Means of Accomplishing Educational Objectives at Various Levels - Teacher Education, High School, Post Secondary and Adult
10. Job Analysis (Comparable to those reported in Volumes II-IV of this study) of Jobs Typically Available to Distributive Education Post Secondary Students

Further Research Planned: The construction of educational objectives to develop the professional and technical competencies needed by the distributive education teacher-coordinator is planned as Phase II of this research study. A national seminar to disseminate the findings of Phase I and Phase II of the study and to provide instruction by nationally recognized curriculum authorities on the process of curriculum construction has been proposed as Phase III of the study. In Phase IV of this study, the construction of a model distributive teacher education curriculum design based on the findings of this study will be undertaken.

A LOOK TO THE FUTURE

As a means of anticipating changes that might affect tasks of distributive workers in the next five to ten years, the investigators held individual interviews with five top executives concerning innovations and trends. In addition, special attention was given to clues concerning trends in current literature concerning the categories of distributive business included in this study. The brief comments that follow indicate that most of the anticipated changes are "operational" and therefore are more concerned with procedures and techniques than with basic principles. However, implications for curriculum construction at all levels in the distributive education program are revealed in the comments of the executives who gave of their valuable time to make these observations:

Comments about Advertising

-Direct mail can be more directly pin-pointed to certain customer groups by identifying and coding charge accounts (example - teen-age and young marrieds).

-More distribution of advertising will be done through newspaper tabloid sections.

-More advertising will be done in national magazines on a state or regional basis.

Comments about Communication

-The need for demonstrators, who are professional salespeople, will increase. Career should be attractive to those with yearning to be on the stage.

Comments about Competition between Discounters and Traditional Department Stores

-Traditional department stores will continue to try to maintain the gap between themselves and discounters by adding on more customer services which are profitable and by trying harder at creative thinking to develop ideas to stimulate customer interest and devotion.

-Department stores are beginning to develop and operate discount chain divisions to meet competition much as the variety store chains have done.

Comments about Customers

-Today's customers seem to develop "department loyalty" rather than store loyalty, thus, the customer who shops the department store for certain articles and the discount store for other items.

Comments about Data Processing

-Data processing has become an indispensable function in the expanding retail store operation, servicing such areas as payroll, merchandising, accounts payable and accounts receivable. Data processing requires a type of personnel not only knowledgeable about data processing itself but knowledgeable concerning the particular area being serviced - capable liason people.

-Personnel data is hopefully the next area to be serviced by data processing. Skills, attendance and promotional possibilities are some of the types of personnel data which will be included.

-Salesperson needs to understand data processing, since the recording of data for unit control will be handled at the point of sale. (The unit-control job (manual) may be non-existent in the future.) The salesperson needs facility to follow instructions and dexterity in handling the key-punch operation.

Comments about Display

-Closed-back, dramatic window displays will probably exist as long as the traditional department store remains downtown. Stores in shopping centers and suburban areas will probably continue to use open-back windows for the most part, exposing the interior of the store. In either case, the principles of display will basically remain the same.

-More emphasis will be placed on "Table Top" display. The arrangement of the merchandise will be predominant, with less emphasis on "flowers, leaves, etc."

Comments about Merchandising

-As department stores expand, it is inevitable that the buying and selling functions must be separated for more profitable management. The buyer is no longer an administrator under this arrangement; his responsibilities are solely involved with buying, pricing, analyzing and interpreting performance figures. The sales manager takes up the responsibilities of managing the selling department; he supervises sales help, determines departmental layout, etc. Buyer and sales manager, in a joint effort, are responsible for sales promotion (advertising and display) activities.

Comments about Operations and Management

-Due to the changes brought about by the Federal Wage and Hour Law, the quality of personal selling will continue to go down. Departments (where merchandise permits) will probably be converted to self-service. The employee work week has been reduced from forty hours to thirty-seven and a half and will probably go down to thirty-five in the near future.

-Customer credit has grown to the point where a sales promotion person is needed in that area.

-The job of the traditional bill adjustor has grown more sophisticated as a result of data processing. This new person must now have an analytical mind and an ability for interpreting errors to customers.

-Downtown store hours will probably continue to shift as the nature of the urban population continues to shift. (Ten o'clock openings are on the horizon for downtown stores.)

Comments about Product Knowledge

-Color, Line and Design and long-term fashion trends are examples of basic knowledges that most workers in the general merchandise category should have. Merchandise information, in depth, about products in at least one category should be a minimum essential.

Comments about Selling

-More selling through visual merchandising will develop as personal selling decreases.

-Polarization in Selling. Different types of selling will be required. For example, where professional fitting is necessary (shoes, men's, women's, children's clothes) the professional salesperson will be needed. On the other hand, for handling certain types of merchandise an employee who can handle a transaction with speed and efficiency is needed. Telephone selling will increase. Salespeople will need to know how to sell on a "continuing basis." Direct mail purchasing will increase. This focuses attention on the career job as a personal shopper.

Comments about Training

-Fashion training shows are now being presented to sales employees by means of slides and audio tape.

-Training classes for clerical skills are now in process within the store.

-Closed circuit television is a promising means for training in multiple-unit stores where scheduling is such a problem.

-Distributive Education program production will be in precise proportion to the precise skills that students bring with them to their employment.

APPENDIXES

APPENDIX A

SELECTED BIBLIOGRAPHY

The bibliography includes some of the literature and research used in the design of the research project, in the construction of the basic beliefs, the professional competencies, the technical competencies and the technical teaching competencies.

APPENDIX A

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APPENDIX B

INQUIRY FORMS

APPENDIX B

1. EXCERPT FROM
QUESTIONNAIRE TO COMMITTEE OF CONSULTANTS

BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION

Please review the following statements of basic beliefs concerning distributive education for clarity, scope and soundness. Space has been provided below each statement for any changes you think are needed or any comments you would like to make about the statement. Space for any additional beliefs you would like to add is provided at the end of each section.

You will note that I have listed the beliefs under several classifications. This is simply to make it easier to determine whether or not all the essential beliefs are covered. When the statements of belief are made into a card-sort, they will not be classified.

Please return no later than August 27 to:

Mrs. Lucy C. Crawford
Department of Education
Virginia Polytechnic Institute
Blacksburg, Virginia

BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION[7]

A. Concerning Definitions, we believe

1. That distributive education is a public vocational instructional program designed to meet the needs of persons over 14 years of age who have entered or are preparing to enter a distributive occupation. It is a program of instruction in marketing, merchandising, and management.

2. That distributive occupations are those occupations followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods and services. These occupations may be found in retailing, wholesaling, and service establishments, and in production industries where the marketing function appears.

3. That a distributive education teacher-coordinator is a member of the school staff who teaches the related and technical subject matter involved in work experience programs and coordinates classroom instruction with on-the-job training. He is responsible for administering the school program. He may or may not be responsible for the adult program in distributive education.

. . . .

Additional Beliefs

---

[7] The complete questionnaire included 87 items classified under seven categories.

APPENDIX B

Virginia Polytechnic Institute
Blacksburg, Virginia

Number

2. Recoded Profile
of
Selected Distributive Education Personnel

Please return to:

Mrs. Lucy C. Crawford
Distributive Education
Virginia Polytechnic Institute
Blacksburg, Virginia

Introduction: As a part of a research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," it will be extremely helpful to have a profile of those selected as participants for the study. It will take you approximately ten minutes to complete the questionnaire. I shall appreciate your completing it as soon as possible. A stamped, self-addressed envelope is enclosed for your convenience in returning the Profile to me.

Directions: Please use ONE of the code numbers to indicate your answer to each question. Write the number of your answer on the line to the left of the item number.

Item No.

_____ 1. Present Position

0. Full time Distributive Education teacher-coordinator
1. Full time city or county supervisor of Distributive Education
2. Teacher-educator of Distributive Education
3. State supervisor of Distributive Education
4. Assistant state supervisor of Distributive Education
5. Area or district supervisor of Distributive Education
6. State supervisor of Distributive Education and Office Education
7. State supervisor of Trade and Industrial; Assistant state supervisor of Distributive Education
8. State supervisor and teacher educator of Distributive Education
9. Curriculum materials specialist

_____ 2. Age

0. 21-25
1. 26-30
2. 31-25
3. 36-40
4. 41-45
5. 46-50
6. 51-55
7. 56-60
8. 61-65
9. 66-70

_____ 3. Highest degree held

0. Bachelor's Degree
1. Master's Degree (M.S. or M.Ed.)
2. Special Certificate or Degree
3. Ed.D. or Ph.D.
4. Other (Specify here ____________________)

_____ 4. Year highest degree was earned

0. 1950 or before
1. 1951-1955
2. 1956-1960
3. 1960-1961
4. 1962-1963
5. 1964-1965

_____ 5. Last year enrolled in a college or university

0. 1950 or before
1. 1951-1955
2. 1956-1960
3. 1960-1961
4. 1962-1963
5. 1963-1964
6. 1964-1965
7. 1965-1966
8. Present

_____ 6. Number of quarter credits (1½ X semester credits) earned beyond highest degree

0. none
1. 1-9
2. 10-18
3. 19-27
4. 28-36
5. 37-45
6. 48-54
7. 55-63
8. 64-72
9. 72 or over

_____ 7. Credits earned beyond highest degree were in

0. Distributive Education
1. Education, Vocational Education and/or Psychology
2. Retailing or Marketing
3. Business Education
4. Combination of 0,1
5. Combination of 0,1,2
6. Combination of 0,3
7. Combination of 0 and any other subject
8. Other (Write in) ____________________
9. Does not apply or no credit earned

_____ 8. Your major in undergraduate degree

0. Marketing or Retailing
1. Business Administration
2. Distributive Education
3. English, Speech, Journalism
4. Social Studies, Psychology, Economics, Education
5. Business Education
6. Home Economics Education, Agricultural Education, Trade and Industrial, Industrial Arts
7. Business Education and Distributive Education
8. Marketing and/or Business Administration and Education
9. Other (Write in) Science, Math, Mechanical Engineering, Physical Education, etc.

_____ 9. If you have a Master's degree, please indicate your area of concentration

0. Marketing or Retailing
1. Education or Vocational Education
2. Distributive Education
3. Business Education

4. Other ______________________

5. Does not apply

6. Business Administration; Management

7. Distributive Education and Business Education

8. Marketing or Retailing and Distributive Education

9. Marketing or Retailing and Education or Vocational Education

_____ 10. Number of hours of "Directed (Supervised) Work Experience," as part of undergraduate or graduate degree

0. none
1. 200 hours
2. 300 hours
3. 500 hours
4. 501-750 hours
5. 751-1000 hours
6. 1001-1500 hours
7. 1501 hours or more

_____ 11. Date of last experience of Directed (Supervised) Work Experience

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1955-1960
6. 1954 or before
7. Does not apply

_____ 12. Number of years experience in retailing

0. none
1. 6 months
2. 1 year
3. 18 months
4. 2 years
5. 3 years
6. 4-5 years
7. 6-10 years
8. 11-15 years
9. 16 years or more

_____ 13. Date of last experience in retailing

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1955-1960
6. 1954 or before
7. Does not apply

_____ 14. Number of years experience in wholesaling

0. none
1. 6 months
2. 1 year
3. 18 months
4. 2 years
5. 3-5 years
6. 6-10 years
7. 11-15 years
8. 16 years or more

____ 15. Date of last experience in wholesaling

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1955-1960
6. 1954 or before
7. Does not apply

____ 16. Number of years experience in service occupation

0. none
1. 6 months
2. 1 year
3. 18 months
4. 2 years
5. 3-5 years
6. 6-10 years
7. 11-15 years
8. 16 years or more

____ 17. Date of last experience in service occupation

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1955-1960
6. 1954 or before
7. Does not apply

____ 18. Number of years experience as a Distributive Education teacher-coordinator

0. none
1. 1 year
2. 2-3 years
4. 7-9 years
5. 10-12 years
6. 13-15 years
7. 16-18 years
8. 19-21 years
9. 22 years or over

____ 19. Date of last experience as D.E. teacher-coordinator

0. Present
1. 1964-65
2. 1963-64
4. 1961-62
5. 1958-60
6. 1955-57
7. 1952-56
8. 1951 or before
9. Does not apply

____ 20. Number of years experience as a city or county supervisor of Distributive Education

0. none
1. 1 year
2. 2-3 years
3. 4-6 years
4. 7-9 years
5. 10-12 years
6. 13-15 years
7. 16-18 years
8. 19-21 years
9. 22 years or over

____ 21. Date of last experience as a city or county supervisor of Distributive Education

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1958-60
6. 1955-57
7. 1952-56
8. 1951 or before
9. Does not apply

_____ 22. Number of years experience as a teacher educator of Distributive Education

0. none
1. 1 year
2. 2-3 years
3. 4-6 years
4. 7-9 years
5. 10-12 years
6. 13-15 years
7. 16-18 years
8. 19-21 years
9. 22 years or over

_____ 23. Date of last experience as a teacher educator of Distributive Education

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1958-60
6. 1955-57
7. 1952-56
8. 1951 or before
9. Does not apply

_____ 24. Number of years experience as a state, assistant state or area supervisor of Distributive Education

0. none
1. 1 year
2. 2-3 years
3. 4-6 years
4. 7-9 years
5. 10-12 years
6. 13-15 years
7. 16-18 years
8. 19-21 years
9. 22 years or over

_____ 25. Date of last experience as a state, assistant state or area supervisor of Distributive Education

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1958-60
6. 1955-57
7. 1952-56
8. 1951 or before
9. Does not apply

_____ 26. Number of years experience as adult instructor (not included in No. 18, 20, 22, 24.)

0. none
1. 1 year
2. 2-3 years
3. 4-6 years
4. 7-9 years
5. 10-12 years
6. 13-15 years
7. 16-18 years
8. 19-21 years
9. 22 years or over

_____ 27. Date of last experience as adult instructor

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1958-60
6. 1955-57
7. 1952-56
8. 1951 or before
9. Does not apply

APPENDIX B

Virginia Polytechnic Institute
Blacksburg, Virginia

3. Basic Beliefs Concerning Distributive Education

To: Distributive Education State Supervisory Personnel
Distributive Education Teacher Educators

From: Mrs. Lucy C. Crawford

A research project in which you have a vital part has been approved under Section 4(c) of the Vocational Act of 1963. As the attached abstract[8] explains, the study, entitled "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," is attempting to determine the learning experiences that should be included in a distributive teacher education program--both pre-service and in-service.

The first step in the study is to construct a philosophy of distributive education, including basic beliefs about all phases of the program as it ought to be. Statements concerning these beliefs have been drawn from the literature and research in distributive education and vocational education, from speeches at national clinics and professional meetings, and from conferences with selected leaders, including D.E. specialists in the U.S. Office of Education. A Committee of Consultants composed of five distributive educators, a school administrator, a state vocational director, and a merchant reviewed the statements for clarity, scope, and soundness.

It is your reaction to the statements, as revised, that will help to determine an underlying philosophy of distributive education. This philosophy will form the foundation not only for this study but for other research to follow.

You who are acknowledged leaders in the distributive education program have a vested interest in the results, for they will be useful not only in course construction but in the administration of the program as well. For this reason, I will send you a copy of the results of the findings from this first step in the research as soon as an analysis can be made instead of waiting until the entire project is complete.

The statements, with directions for noting your reactions, are being mailed under separate cover. Of course, your responses will be held in strict confidence. Your thoughtful and prompt response will be sincerely appreciated.

May I ask you to complete the enclosed Profile and return to me in the enclosed self-addressed envelope. It will take you only about ten minutes to complete.

Thank you.

Attachment (1)
Enclosures (2)

[8] Abstract, p.233.

ABSTRACT

Submitted by: Virginia Polytechnic Institute

Principal Investigator: Lucy C. Crawford

Title: A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education

Objectives: The ultimate objective of this research project is to determine the learning experiences that should be included in a distributive teacher education program. To achieve this objective, a competency pattern for the job of the distributive education teacher-coordinator will be constructed. Specifically, the objectives are: to construct a philosophy of what the distributive education program ought to be; to determine critical tasks of the distributive education teacher-coordinator in relation to the philosophy; and to determine the competencies (both professional and technical) that a distributive education teacher-coordinator needs to perform these tasks.

Procedures: (1) Statements of basic beliefs reflecting the definitions, principles, and objectives of the distributive education program will be validated by the entire population of state supervisory and teacher education personnel. A Purposes of Vocational Education card-sort will be used to test for consistency. (2) A depth study of the job of the teacher-coordinator will be made through the use of a Critical Task card-sort. The investigator will administer the card-sort to a group composed of a state supervisor, a teacher educator and six successful D.E. coordinators in each of six selected states (a) to determine relative importance of the tasks; (b) to study role perception of the three types of participants of the job of the teacher-coordinator as it is and as it ideally ought to be. (3) A list of Professional Competencies needed to perform the critical tasks will be developed and submitted to the participants in the six selected states for validation. Technical Competencies will be determined by first determining the competencies the teacher-coordinator is expected to develop in the D.E. high school trainees. 300 structured interviews will be held with full-time employees, department managers, and managers in order to analyze entry and career jobs in seven classifications of distributive businesses in three locations. (4) In the second phase of the research, which is not included in this proposal, the competency pattern will be applied in the reconstruction of the distributive teacher-education curriculum at Virginia Polytechnic Institute. A four-step plan using an interdisciplinary approach will be used.

Time Schedule: September 1, 1965 - December 31, 1967

Budget: Total Cost - $98,622.00; Federal Funds Requested - $75,019.00

Virginia Polytechnic Institute
Blacksburg, Virginia

INSTRUCTION SHEET FOR BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION[9]

You have been given a deck of 95 small cards (00-94). Each card has a statement of belief regarding the distributive education program as it ought to be. What you are to do is to indicate your agreement with each statement by sorting the cards into five piles. Please put the heading cards in a row on a table like this:

Agree	Partially Agree	Neutral	Partially Disagree	Disagree
Pile 1	Pile 2	Pile 3	Pile 4	Pile 5

Next, place the cards in the pile that most nearly describes your reaction to the statement. Re-arrange as often as you like. When you are satisfied with your sorting, record your answers on the answer sheet, "Basic Beliefs Regarding Distributive Education." Don't Disturb Your Cards Yet. Check your answer sheet to be sure all cards are accounted for. Then do one more thing: On the back of each card in "Partially Agree," "Partially Disagree," or "Disagree" piles, indicate the reason for the disagreement. If the disagreement is due to wording only, please re-word the statement. Make any comment you wish on the back of cards in Pile 3.

Enclosed you will find a stamped, self-addressed envelope. At your earliest convenience, please return the cards and the answer sheet to me.

[9] Please read the words "I believe" in front of each statement.

ANSWER SHEET

NUMBER

Directions: Note that each card has a number. This number corresponds to the number in the columns headed "Card Number". Please place the number of the pile in which you placed a card opposite the card number. For example, if you placed #30 in pile 4, locate #30 under the column card number and write 4 opposite this number.

Card Number	Pile Number	Card Number	Pile Number	Card Number	Pile Number	Card Number	Pile Number	Card Number	Pile Number
00		19		38		57		76	
01		20		39		58		77	
02		21		40		59		78	
03		22		41		60		79	
04		23		42		61		80	
05		24		43		62		81	
06		25		44		63		82	
07		26		45		64		83	
08		27		46		65		84	
09		28		47		66		85	
10		29		48		67		86	
11		30		49		68		87	
12		31		50		69		88	
13		32		51		70		89	
14		33		52		71		90	
15		34		53		72		91	
16		35		54		73		92	
17		36		55		74		93	
18		37		56		75		94	
								95	

APPENDIX B

VIRGINIA POLYTECHNIC INSTITUTE
Department of Education
Blacksburg, Virginia 24061

4. Review of Selected Revised Statements of Basic Beliefs

To: Participants in Step I of the Research Project, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education"

From: Lucy C. Crawford, Principal Investigator

The response of the members of Reactor Group I to the "Basic Belief Card Sort" was beyond my best expectations. Although the agreement of the participants was below 2.0 on every card (1 meaning complete agreement; 2 meaning partial agreement on a 5-point scale), the numerous comments received made it possible to improve some of the statements.

Selected members of the Committee of Consultants have reviewed the statistical analysis of the findings and the proposed revisions that were made as a result of the comments. In order to provide the leadership in distributive education an opportunity to review revised statements about which the comments showed concern, statements with an agreement of 1.51 or more are enclosed for your reaction.

In the original "Basic Belief Card Sort," the classification of beliefs was not indicated so that your reaction to the belief would not be influenced by your reaction to the classification in which the belief was placed. On the revised statements you will note that we have indicated the classification of the beliefs. The fact that a statement is a definition, for example, may affect your reaction to it. Reaction to the classification, itself, is not a part of this research.

As soon as we receive the responses to this enclosed questionnaire, we will mail you a complete list of the revised statements. You are welcome to reproduce the list of statements. We shall appreciate your giving credit to the research project.

Many thanks for the serious consideration you have given to this effort to determine the beliefs of the leadership concerning the distributive education program. I shall appreciate your returning your response to this final revision at your earliest convenience.

REVISED STATEMENTS OF SELECTED BASIC BELIEFS

Please review the revised statements of Basic Beliefs and record your response on the attached answer sheet. Since all previous comments have been carefully considered in the revisions, we are asking for your response on a two-point scale - agree or disagree. If you disagree, please indicate the reason under the space for comments.

That the distributive education project plan is an organizational pattern of instruction which involves a series of selected learning activities or projects related to the field of marketing, merchandising and management and which are related to a student's occupational interests. It enables students to develop occupational competencies through real life experiences. 05 DEFINITIONS	That distributive education supplementary instruction is instruction for adults or out-of-school youth wishing to refresh, update, or upgrade competencies needed in their distributive employment. It is usually provided on a part-time basis. 07 DEFINITIONS
That a project in the distributive education project plan is a combination or organized learning activities related to an individual's distributive occupational interests. The length of time to complete the project depends upon the nature of the project and the ability of the individual learner. 12 DEFINITIONS	That an Advisory Committee for distributive education is a group of persons representative of both the school and the business community which gives advice that may be used for the development and improvement of the distributive education program. 15 DEFINITIONS
That each distributive education student should have a distributive occupational interest if he is to give his best effort in learning technical skills and knowledges and in making occupational adjustments. 30 GUIDANCE	That a distributive education student should determine for himself the point at which he would cease his formal education--at high school, post-high school or college level. 36 GUIDANCE
That the amount of time which distributive cooperative students spend in school should be regularly appraised so that the combined time for school and work does not exceed the normal work week. 45 COORDINATION	That coordinators should be employed by the school system for at least 10 months during the year so that they might fulfill all of the responsibilities of the job. 47 COORDINATION
That in most distributive occupations judgment, human relations and communication skills are predominant while manual skills are frequently less important. 56 CURRICULUM	That distributive education should be available both to high school graduates and those who did not complete high school. 72 ADMINISTRATION

That distributive education teacher-coordinators should be involved in the distributive education adult program in some capacity, even if only advisory, thereby increasing their own occupational understandings and also creating a more favorable environment for their students. 92 TEACHER EDUCATION	That teacher-coordinators should return to a distributive occupation at intervals when updating is needed and advisable. 93 TEACHER EDUCATION
That teacher education for post secondary instructional personnel should include advanced depth study in a distributive field or in a distributive function. 95 TEACHER EDUCATION	Thank you for mailing this TODAY!

ANSWER SHEET

Please check in the appropriate column. If you disagree with a statement, please indicate the reason under "comments."

Card Number	Agree	Disagree	Comments
05			
07			
12			
15			
30			
36			
45			
47			
56			
72			
92			
93			
95			

APPENDIX B

INSTRUCTIONS
FOR
CRITICAL TASKS CARD SORT (1)

(To be administered in test centers. Instructions will be given orally.)

You have been given a deck of 227 small cards. Each card has a statement describing a task in the job of the distributive education coordinator.* You will note that a job function is also printed on each card. The function will be considered in later sortings, but should not be considered in the first sorting.

Let's begin the first sorting. Please place the heading cards labeled Pile 1, Pile 2, Pile 3, Pile 4, Pile 5 in front of you on the table with Pile 1, least important, on your left and Pile 5 on your right. Now, you are to arrange the cards in order of importance by placing them in the appropriate piles. (Pile 1, least important; Pile 5, most important) You should rank the tasks according to their importance according to the philosophy of distributive education which we have just discussed. This will result in choices based on the program "as it ought to be" instead of being based on your actual experience. You will have an opportunity later to relate your actual experience. Place the cards in the piles now. Rearrange them as often as you like. When you are satisfied with the sorting, please record your answers on the answer sheet, "Critical Task Card Sort (1)."

---

*For the purpose of this research the job includes all of the tasks that a teacher-coordinator would perform if he were the only local distributive education person in the community.

APPENDIX B

NUMBER

ANSWER SHEET A
CRITICAL TASK CARD SORT (1)

Directions: Note that each card has a number. This number corresponds to the number in the columns headed "Card Number." Please place the number of the pile in which you placed a card opposite the card number. For example, if you placed card #30 in pile 4, locate #30 under the column card number and write 4 opposite this number.

Card Number	Pile Number	Card Number	Pile Number	Card Number	Pile Number	Card Number	Pile Number
000		024		048		072	
001		025		049		073	
002		026		050		074	
003		027		051		075	
004		028		052		076	
005		029		053		077	
006		030		054		078	
007		031		055		079	
008		032		056		080	
009		033		057		081	
010		034		058		082	
011		035		059		083	
012		036		060		084	
013		037		061		085	
014		038		062		086	
015		039		063		087	
016		040		064		088	
017		041		065		089	
018		042		066		090	
019		043		067		091	
020		044		068		092	
021		045		069		093	
022		046		070		094	
023		047		071		095	

APPENDIX B

NUMBER

Virginia Polytechnic Institute
Blacksburg, Virginia

ANSWER SHEET B --CRITICAL TASK CARD SORT

Directions: The functions in which the tasks in the Critical Task Card Sort have been classified are printed on the bottom of the cards. First, sort the cards into these functions. Next, determine the percentage of time (annually)* you actually spend on each function. Then, in terms of the Basic Beliefs of Distributive Education, determine the percentage of time you ideally should spend.

Note: Teacher Educators and State Supervisors will answer in terms of what they think the typical D.E. teacher-coordinator actually does and what they think he ideally should do in regard to time.

Function	% Time Actually Spent	%Time** Ideally Should Spend
Tasks involving Teaching		
Tasks involving Guidance		
Tasks involving Coordination		
Tasks involving Public Relations		
Tasks involving Administrative Duties		
Tasks involving the Total School Program		
Total	100%	100%

*First, think in terms of daily; then weekly; then monthly; then annually.

**The typical D.E. teacher-coordinator defined in first sorting should ideally spend.

(Note at bottom of page any unusual assignments this year--officer in Professional Association; officer in civic club,etc.)

APPENDIX B

NUMBER

Virginia Polytechnic Institute
Blacksburg, Virginia

ANSWER SHEET C -- CRITICAL TASK CARD SORT

Directions: List below the critical tasks not included in the Critical Task Card-Sort which you feel are important. Please rate from 1 to 5 (one-least important; five most-important).

TASK	Rate of Importance

(Use back of sheet if needed)

COMMENTS:

****

APPENDIX B

NUMBER

Virginia Polytechnic Institute
Blacksburg, Virginia

ANSWER SHEET D -- CRITICAL TASK CARD SORT

Directions: List below the tasks that you now perform which, in your opinion, limit you in carrying out the job of the D.E. coordinator in terms of the Basic Beliefs.

	Check one	
TASK	Required	Volunteered

(Use back of sheet if needed)

COMMENTS:

APPENDIX B

Letter to Consultants Regarding Professional Competencies

VIRGINIA POLYTECHNIC INSTITUTE
Department of Education
Blacksburg, Virginia 24060

June 26, 1967

Dr. Raymond Dannenberg
Teacher Educator
Distributive Education
Western Michigan University
Kalamazoo, Michigan 49001

Dear Ray:

I am enclosing the tentative list of professional competencies needed to perform the critical tasks agreed upon by the participants in Step 2. I am also enclosing another critical task card sort in case you want to refer to a task by card number. You will note that in some instances several professional competencies are listed. On the other hand, a number of competencies related to educational psychology, to psychology of adolescence, to history and philosophy of education and vocational education are listed without reference to a particular task but rather to a number of tasks.

In developing the tentative list of professional competencies, we have studied the literature, especially texts and references used in such courses as Foundations of Education, Educational Psychology, Psychology of Adolescence, Audio-Visual Methods, Curriculum Construction, Principles of Vocational Education, Methods of Teaching D.E., Organization and Administration of D.E., Methods of Teaching Adult Distributive Education, and Student Teaching. We have also examined V.P.I. course syllabi used in most of these courses. We have tried to include the basic beliefs as competencies, usually as attitudes. Technical (subject-matter) competencies are being treated separately in Step 4. You will notice that no competencies are listed for these cards: numbers 28-61, 63, 64, 66-67, 69, 79, 85-88.

As the directions explain, we want you to consider the professional competencies in terms of accuracy, appropriateness and comprehensiveness.

I realize how busy you are at this time and am deeply grateful that you have agreed to take the time to validate the list of competencies. We will be able to pay a $\underline{\$50}$ honorarium to you for this service.

Please return the questionnaire as soon as possible but not later than July 26.

Sincerely,

Lucy C. Crawford
Associate Professor
Distributive Education

LCC/jh

encls. (2)

APPENDIX B

Excerpt From Questionnaire
Regarding

Professional Competencies in the Job of the
D.E. Teacher - Coordinator

DIRECTIONS: Please evaluate each statement in terms of clarity, appropriateness and completeness. Make any recommended changes in wording directly on the copy. At the end of each section, please note any additional competencies needed to accomplish the identified tasks classified under this function. If there is a competency that you feel is inappropriate, put an x in the column on the right and explain your reason on the back of the sheet. (Be sure to include identifying competency number).

The following operational definitions are used to define competencies in this research project.

Knowledge: the recall of specifics and universals, the recall of methods and processes and the recall of a pattern (Bloom)

Understanding: the power to make experience intelligible by applying concepts and theories (the comprehension of ideas and the ability to use abstractions in particular and concrete situations)

Skill: A rather high level of mental ability; the ability to use one's knowledge effectively and readily in execution of performance; the ability to analyze, synthesize and evaluate (Not to be confused with psychomotor skills)

Attitude: A mental position, a feeling or an emotion toward a fact or state; a predisposition to act in a certain way; a state of readiness that influences a person to act in a given manner.

TEACHING KNOW-HOW[10]

Competencies needed to perform the critical tasks in the teaching function, including curriculum development, lesson planning, presentation of material, and evaluation:

A. Knowledge

000[11] 1. Of the interests, aptitudes and abilities of students. _____

012 2. Of occupational requirements necessary for persons to succeed at various stages (initial employment and advancement) in their distributive careers. _____

---

[10] Competencies organized around the functions of teaching, guidance, coordination, public relations and operation and administration were listed.

[11] Number refers to critical task

APPENDIX B

VIRGINIA POLYTECHNIC INSTITUTE
BLACKSBURG, VIRGINIA
DEPARTMENT STORE INTERVIEW GUIDE

PERSONAL INFORMATION: I

Code*
J ______
C ______
S ______
P ______

STORE ______________________________

CITY ______________________________

JOB TITLE ______________________________

DEPARTMENT ______________________________

TO WHOM DO YOU REPORT? ____________________

HIS OR HER JOB TITLE ____________________

WHAT IS YOUR CAREER OR JOB BACKGROUND LEADING UP TO YOUR PRESENT POSITION?

____

____

____

LENGTH OF TIME IN YOUR PRESENT POSITION ______________________________

LENGTH OF TIME IN THIS ORGANIZATION ______________________________

IS YOURS A STRAIGHT SALARY OR DOES A BONUS OR COMMISSION ADD TO IT AT THE END OF A PAY PERIOD? ______________________________

- -

PERSON INTERVIEWED?
IN THE POSITION _____
HIS SUPERVISOR _____

TIME LENGTH OF INTERVIEW __________

DATE ____________________

---

*Code
J - Job Number
C - City
S - Store
P - Interviewee

APPENDIX B

ADVERTISING MANAGER* II

J _____
C _____
S _____
P _____

Please indicate which of the following jobs you perform (1) frequently, (2) periodically or (3) never.

_____ 1. Plans or assists in planning an advertising program to promote the sale of the retail store's merchandise and products

_____ 2. Consults with business management and/or merchandising management to develop promotional plans or special events

_____ 3. Consults with display director to coordinate display and advertising themes

_____ 4. Plans advertising policies of the store and arranges for their execution

_____ 5. Allocates advertising space to departments according to their needs

_____ 6. Confers with newspapers, radio and television stations, and advertising agencies to negotiate advertising contracts

_____ 7. Supervises workers in the advertising department engaged in making up and illustrating ads

_____ 8. Reviews and approves television and radio programs and advertising proofs before their release

_____ 9. Suggests additions to or changes in advertising copy and design to improve final presentation

_____ 10. Develops ad layouts

_____ 11. Writes advertising copy

_____ 12. Secures merchandise illustrations and mats from manufacturers

_____ 13. Either sketches or supervises the sketching of the original merchandise

_____ 14. Keeps records of past advertisements and their performance

_____ 15. Analyzes the performance and effectiveness of previous advertisements for guidance in planning future ads

_____ 16. Others

__________ __

*Card II (Specific Job Tasks) was different for each of the jobs studied. Advertising Manager serves as an example in this illustrative interview guide.

J _____

C _____

S _____

P _____

As Mr. and Mrs. Consumer become better informed about goods and services they are purchasing, department store personnel must maintain vast amounts of merchandise knowledge and information.

A. In your position (1) what merchandise knowledge must you have or (2) need you never know?

_____ 1. Know the names of the brands of manufacturers

_____ 2. Know the uses of merchandise

_____ 3. Know proper accessories for merchandise

_____ 4. Know the department from which merchandise comes

_____ 5. Know the materials that go into the product

_____ 6. Know the newest development in materials like corfam and lycra and new processes such as perma-press and scotch-guarding

_____ 7. Know the characteristics of a product or merchandise that give it customer appeal and salability

_____ 8. Know available sizes of merchandise

_____ 9. Know how to suggest another size for correct fit

_____ 10. Know latest colors in style

_____ 11. Know how to coordinate styles and colors

_____ 12. Know latest styles of merchandise in your department

_____ 13. Know how to assemble merchandise

_____ 14. Know the durability or length of life

_____ 15. Know the manufacturer guarantees

_____ 16. Know how to special order and approximate waiting time

_____ 17. Know how to care for merchandise and be able to clearly explain

_____ 18. Know how to properly display the merchandise (hang, shelf, bin, model)

_____ 19. Others

B. What is or who is your best source for obtaining this knowledge (buyer, department meetings, training shows)?

Open-End Questions:

- Does your position demand a great deal of merchandise information or knowledge (innovations and trends)?

Yes _____ No _____

Open-End Questions (continued):

- Would you give me some ideas of the merchandise knowledge you need to do your job?

- How do you keep informed of new and current merchandise trends? (Examples: training shows, manufacturers, trade magazines or papers)

APPENDIX B

DISPLAY IV

J ____

C ____

S ____

P ____

Most people in department stores directly involved with merchandise are usually involved with display. Which of the following display-type tasks do you perform (1) daily, (2) occasionally or (3) never?

____ 1. Gather products or merchandise from department for display man

____ 2. Set up department displays of merchandise determined by buyer

____ 3. Set up department displays of sale items

____ 4. Set up merchandise on shelves or floor attractively and neatly

____ 5. Set up island displays or ledge displays

____ 6. Dress showcases

____ 7. Schedule displays for department

____ 8. Cover displays at night

____ 9. Return display merchandise to stock

____ 10. Obtain merchandise from manufacturer for displays when merchandise is "ahead of season"

____ 11. Coordinate displays of advertised and featured merchandise

____ 12. Color coordinate department displays with floor-wide or store-wide themes

____ 13. Others

Open-End Questions:

_ Do you in your position become involved in department display or store-wide display?

Yes ____ No ____

- If so, how or on what occasions?

- What are your responsibilities in regard to display?

STORE POLICIES AND PROCEDURES V

J _____

C _____

S _____

P _____

There are a number of store procedures and store policies you must be responsible for knowing in your position.

Which of the following policies and procedures(1) must you know to do your job or (2) are not important for you to know?

_____ 1. Sales procedure

_____ 2. Merchandise protection

_____ 3. Credit authorization

_____ 4. Alterations procedure

_____ 5. Receiving of merchandise

_____ 6. Returns to vendors

_____ 7. Customer complaints and returns

_____ 8. Training procedures

_____ 9. Inventory control systems

_____ 10. Customer credit structure (types of credit)

_____ 11. Pricing merchandise

_____ 12. Personnel policies

_____ 13. Buying policies

_____ 14. Store advertising image and policies

_____ 15. Store display image and policies

_____ 16. Unit stock control systems

_____ 17. Others

Open-End Questions:

- What, in your opinion, are store policies and procedures that you must have a thorough working knowledge of to accomplish your job?

J _____
C _____
S _____
P _____

Do you perform the following responsibilities regarding stock, (1) daily, (2) occasionally or (3) never?

_____ 1. Repair stock

_____ 2. Clean, dust, cover stock

_____ 3. Reticket stock

_____ 4. Check department for depleted stock

_____ 5. Check stockroom for depleted stock

_____ 6. Fill in floor fixtures or bins

_____ 7. Fill in stockroom

_____ 8. Rearrange stock in department

_____ 9. Keep stock in stockroom organized and accessible

_____ 10. Send stock to branch stores

_____ 11. Take stock counts

_____ 12. Initiate stock counts

_____ 13. Reorder from stock counts

_____ 14. Correct stock control books from stock counts

_____ 15. Keep perpetual stock inventory

_____ 16. Take physical stock inventory

_____ 17. Reorder basic stocks

_____ 18. Mark-up (and record) stock

_____ 19. Mark-down (and record) stock

_____ 20. Initiate stock transfers from one store or department to another

_____ 21. Check on and inspect stock for damages or shortages

_____ 22. Ticket or mark stock

_____ 23. Others

APPENDIX B

Open-end Questions:

- In your position do you have any responsibilities regarding stock?

  Yes _____ No _____

- Tell me some of your responsibilities regarding stock.

- Do you actually perform the duty most of the time or direct someone else to do it?

J _____
C _____
S _____
P _____

Which of the following responsibilities regarding advertising do you perform (1) daily, (2) occasionally or (3) never?

_____ 1. Supply customers information on advertised items
_____ 2. Display advertised merchandise in the department
_____ 3. Inform salespeople involved about advertised merchandise
_____ 4. Post copy of ad for salespeople's information
_____ 5. Coordinate displays with ads
_____ 6. Keep result files on department ads
_____ 7. Keep file of competitor's ads
_____ 8. Promote advertised merchandise
_____ 9. Fill telephone or mail orders in response to ads
_____ 10. Try to obtain manufacturer help on cost of ad
_____ 11. Order merchandise to back up ad
_____ 12. Read your own and competitor's newspaper ads
_____ 13. Shop competitor's advertised merchandise for price, quality and comparison
_____ 14. Place ads (tear sheets) in strategic areas in store
_____ 15. Others

Open-End Questions:

- Do you become involved directly in store advertising?

Yes _____ No _____

If so, what are your major responsibilities in this area? (Planning department ads? Writing initial copy? Ordering merchandise to properly back up an ad?)

What customer contacts other than selling do you make in your work (1) daily, (2) occasionally or (3) never?

_____ 1. Give customers directions

_____ 2. Make exchanges of merchandise for customers

_____ 3. Give customer cash refunds or charge credits

_____ 4. Adjust customer's complaints and grievances

_____ 5. Gift-wrap customers' packages

_____ 6. Give demonstrations

_____ 7. Supply customer with information by telephone

_____ 8. Advise customer on current fashions

_____ 9. Interview customer during credit application

_____ 10. Others

Open-End Questions:

- Would you tell me some of the customer contacts you make during a normal day and on what occasions?

STORE PERSONNEL CONTACTS IX

What persons in other jobs within the store organization do you contact (1) daily, (2) occasionally or (3) never?

_____ 1. Salesperson

_____ 2. Stockpeople

_____ 3. Assistant Buyer

_____ 4. Buyer

_____ 5. Merchandise Manager

_____ 6. Department Manager

_____ 7. Receiving Clerk

_____ 8. Markers

_____ 9. Checker/Inspector

_____ 10. Wrapper/Packer

_____ 11. Deliverymen

_____ 12. Traffic Management

_____ 13. Credit Authorization Personnel

_____ 14. Credit Interviewer

_____ 15. Credit Manager or Assistant

_____ 16. Bill Adjustment Personnel

_____ 17. Payroll Clerk

_____ 18. Section or Service Manager

_____ 19. Advertising Personnel

_____ 20. Display Personnel

_____ 21. Personal Shoppers

_____ 22. Maintenance Crew

_____ 23. Telephone Operator

_____ 24. Personnel Director or Employment Manager

_____ 25. Statistical Manager

_____ 26. Sales Audit Manager

_____ 27. Manager, Accounts Payable

_____ 28. Clerical

_____ 29. Secretary

_____ 30. Interior Decorator

_____ 31. Alterations Personnel

_____ 32. Fashion Coordinator

_____ 33. Others

Open-End Questions:

- On an average day in the store, tell me the people working within the organization that you contact for one reason or another.

5

OUTSIDE-OF-STORE CONTACTS X

J ______

C ______

S ______

P ______

You probably come in contact with a number of people outside the store organization.

Which of the following people do you contact (1) daily, (2) occasionally or (3) never? For what reason do you contact them?

_____ 1. Manufacturer representatives ______________________________

_____ 2. Newspaper, television, or radio personnel ______________________________
____

_____ 3. Distributive Education Coordinators ______________________________
____

_____ 4. Competitive store personnel ______________________________

_____ 5. Truckmen ______________________________

_____ 6. Banking personnel ______________________________

_____ 7. Advertising agency personnel ______________________________

_____ 8. Independent research director ______________________________

_____ 9. Customers ______________________________

_____ 10. Postal authorities ______________________________

_____ 11. Credit bureau personnel ______________________________

_____ 12. Others ______________________________

SUPERVISORY RESPONSIBILITIES XI

J _____

C _____

S _____

P _____

A. Do you have supervisory responsibilities?

Yes _____ No _____

B. Which of the following people do you supervise and depend on to run your area?

_____ 1. Salesperson

_____ 2. Stockpeople

_____ 3. Assistant Buyer

_____ 4. Buyer

_____ 5. Clerical

_____ 6. Personal Shopper

_____ 7. Department Manager

_____ 8. Training Director

_____ 9. Personnel Representative

_____ 10. Credit Authorizer

_____ 11. Personnel Director

_____ 12. Credit Manager

_____ 13. Assistant Credit Manager

_____ 14. Credit Interviewer

_____ 15. Display Helper

_____ 16. Display Assistant

_____ 17. Display Director

_____ 18. Receiving Clerk

_____ 19. Checker/Inspector

_____ 20. Marker

_____ 21. Wrapper/Packer

_____ 22. Delivery Man

_____ 23. Alterations Personnel

_____ 24. Employment Interviewer

_____ 25. Employment Manager

_____ 26. Secretary

_____ 27. Section Manager

_____ 28. Management Trainee

_____ 29. Interior Decorator

_____ 30. Fashion Coordinator

_____ 31. Others

EQUIPMENT AND MATERIALS XII

J _____

C _____

S _____

P _____

What equipment and materials do you handle in your work? Please indicate which of the following you use (1) regularly, (2) occasionally or (3) never.

_____ 1. Tagging or marking machines

_____ 2. Small floor trucks

_____ 3. Belt conveyer system

_____ 4. Telephone

_____ 5. Sign holders

_____ 6. Display racks

_____ 7. Show cases

_____ 8. Pneumatic tubes

_____ 9. Charge plate stamper

_____ 10. Freight elevator

_____ 11. Comptometer

_____ 12. Adding machine

_____ 13. Price change clippers

_____ 14. Cash register

_____ 15. Mannequins

_____ 16. Bags and boxes for merchandise

_____ 17. Salescheck books

_____ 18. Customer credit books

_____ 19. Merchandise order forms

_____ 20. Signs

_____ 21. Typewriter

_____ 22. Duplicating machine

_____ 23. Charge plate producing machine

_____ 24. Filing equipment

_____ 25. Credit application forms

_____ 26. Credit explanation folders

_____ 27. Delivery trucks

_____ 28. Garment pressing equipment

_____ 29. Drawing board and equipment

_____ 30. Paints and brushes

_____ 31. Saws

_____ 32. Paper and board (of various weights, display)

_____ 33. Display backdrops

_____ 34. Carpenter equipment

_____ 35. Weighing machines and scales

_____ 36. Crates and cartons

_____ 37. Time clocks

_____ 38. Department identification tags

Open-End Questions:

- What are some of the materials and equipment you handle in your work?

J _____

C _____

S _____

P _____

An increased importance has been placed on education and training in today's department store retailing world.

Which of the following types of training or education (1) have you received, or (2) are you presently involved? (3) Is there any training you plan to take in the foreseeable future?

_____ 1. High school education with diploma

_____ 2. D.E. training at high school level

_____ 3. D.E. training at junior college level

_____ 4. Partial college education and training

_____ 5. College education and training with degree

_____ 6. Technical school training

_____ 7. In store, classroom sales procedure training

_____ 8. In store, classroom store policies training

_____ 9. In store, fashion training shows

_____ 10. Departmental, manufacturer product information meetings

_____ 11. Departmental, information meeting on new merchandise, store procedures, etc.

_____ 12. Individual training from a sponsor

_____ 13. Outside store classes, store-paid entry fee

_____ 14. In store, executive training courses

_____ 15. D.E. sponsored adult classes

_____ 16. In store, supervisory and human relations classes

_____ 17. Others

Open-End Questions:

Haven't you noticed an increased importance being placed on education and training in the department store world?

- Would you tell me, please, about your educational and training background? (Degrees? Certifications? Store training? Outside-of-store training? D.E. sponsored classes? Store executive sessions?)

- Do you have any foreseeable plans for further training?

COMPETENCIES XIV

J ____
C ____
S ____
P ____

A. Human Relations - working with fellow employees?
- meeting customers, handling complaints
- working with salesmen/manufacturer representatives
- supervising people/handling job complaints

B. Mathematical Skills - computing orders
Stock control - totaling unusual saleschecks
(examples: layaways, time/credit payments)
- 6-month merchandise plans
- counting money

C. Communication Skills -
Oral? Explaining merchandise to customers?
Selling management on new ideas?
Public Speaking?
Written? typing, compose reports

D. Store Operations - Building & Planning
Department and floor layout
Store Arrangement
Data processing uses
Trends in operations & management
Personnel Organization & Policies
Store Hours

Store's Net Profits Affect You - Payroll savings
Profit sharing
Insurance (Medical & Life)
Retirement
Paid vacations
Days off

Store's contribution to economy - To local community (civic affairs)
Employs many workers
Brings many goods to one-stop shopping
Helps balance distribution and production

INTERVIEWER'S ADDITIONAL OBSERVATIONS AND COMMENTS:

APPENDIX B

LETTER TO CONSULTANTS REGARDING TECHNICAL TEACHING COMPETENCIES

VIRGINIA POLYTECHNIC INSTITUTE

Department of Education

Blacksburg, Virginia 24061

TO: Selected Distributive Specialists

FROM: Lucy C. Crawford

SUBJECT: Technical Teaching Competencies

Since you were among those who assisted in validating the competencies needed by distributive workers in seven categories of business, will you be good enough to help us categorize these competencies in areas of importance for the distributive education teacher-coordinator? We can offer you an honorarium of $50, but will have to request an early response because the deadline for completing the research project is fast approaching.

We are in the process of preparing the questionnaire and hope to have it in your hands not later than November 8. If you could then rate the competencies "essential," "highly desirable," "desirable but not essential" and return to us not later than November 15, I can synthesize your responses. More detailed instructions will be attached to the questionnaire.

If circumstances make it impossible for you to serve, please call Miss Hawkins collect. (552-6825, area code 703). If we do not hear from you by November 6, we will assume that you will add this important task to your already over-crowded schedule of activities.

Gratefully yours,

Lucy C. Crawford
Associate Professor
Distributive Education

APPENDIX B

INSTRUCTIONS TO CONSULTANTS

Concerning

TECHNICAL TEACHING COMPETENCIES
(Subject Matter Know-How)

Attached is a list of competencies deemed necessary for certain jobs in seven categories of distributive businesses: department stores, variety stores, food stores, restaurants, service stations, hotels/motels and wholesaling establishments.

The competencies are clustered into nine areas: human relations, selling, advertising, display, merchandising, operations and management, product and service technology, communications and mathematics. Basic concepts and generalizations concerning marketing and economics are assumed essential for all distributive workers and therefore for all distributive education teacher-coordinators. These are not included in this questionnaire.

Under each competency, the following code is used to indicate the level of job for which this competency is needed: X-first level; Y-second level; O-third level; A-all levels. A list of job progressions used in the study is attached. We have omitted the job number and the category to which this competency applies.

Although many of the competencies are expressed in the terminology of the department and variety store category, they also apply to other categories as well. In the technical phase of the report, these competencies will be reported for each category of distributive business separately and will indicate the jobs for which they are deemed necessary.

The questions with which we are concerned now are: Which of these competencies are essential for the ideal distributive education teacher-coordinator? Which are highly desirable? Which are desirable but not essential?

The following explanation of terms may assist you in determining the relative importance of the competency for the distributive education teacher-coordinator:

1 - Essential (Must Know): Competencies that would be expected of every high school teacher-coordinator of distributive education.

2 - Highly Desirable (Should Know): Competencies that would be expected of every distributive education teacher-coordinator to the degree that he would have the competency in one or more lines of merchandise or area of employment buy would not necessarily be competent in all possible fields.

3 - Desirable, but not Essential (Nice to Know): Competencies that are deemed desirable, but are not considered essential either generally or in a specific line of merchandise.

Directions: Please place an "X" in the appropriate column at the right of each statement.

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire. Thank you in advance for your promptness, especially when I know how busy you are. Please try to return the material not latter than November 15. Call me "collect" if you have any questions. (Telephone 552-6528, Area Code 703)

APPENDIX B

EXCERPT FROM QUESTIONNAIRE

COMMUNICATIONS

Knowledge of or Understanding that:	Essential 1	Highly Desirable 2	Desirable but not Essential 3
1. How to suggest changes to management. A A A A A A A			
2. How to use written communications in forms and reports. A A A A A A A			
3. The correct forms used in business letter writing. A A O O A A Y-O			
4. How to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management. A A A A A A A			
5. How to communicate with others in order to motivate them to work willingly. Y-O A A A Y-O Y-O Y-O			
6. How to interview charge account applicants tactfully obtaining all necessary data. A Y-O			
7. The differences that exist in communications used in selling over the telephone and over the counter. A X-Y A			
8. The approaches which can be used in assigning duties and delegating authority so that everything is completely clear. Y-O Y-O Y-O Y-O Y-O Y-O Y-O			
9. The situations in which to use a technical language or commonly understood language. A A A Y-O A A Y-O			
10. When to keep communications confidential. A A A A A A A			

APPENDIX C

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

The mean of degree of agreement on each statement of basic belief and the corresponding rank order of that statement within its category by the three sub-groups in Reactor Group I are found in Tables 39 - 45.

TABLE 39

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

Definitions	State Supervisors		Assistant State Supervisors		Teacher Educators	
	Mean	Rank	Mean	Rank	Mean	Rank
0	1.00	1	1.02	1	1.09	2
1	1.22	6	1.24	5	1.33	8
2	1.06	2	1.12	3	1.05	1
3	1.49	16	1.47	14	1.18	3
4	1.22	6	1.37	10.5	1.40	10
5	1.63	18	1.67	18	1.55	16
6	1.27	9	1.43	12.5	1.25	6
7	1.47	15	1.43	12.5	1.67	17
8	1.22	6	1.51	15	1.47	12.5
9	1.22	6	1.22	4	1.20	4
10	1.35	11.5	1.31	8	1.38	9
11	1.41	14	1.27	6	1.49	14.5
12	1.39	13	1.65	17	1.73	18
13	1.22	6	1.29	7	1.44	11
14	1.33	10	1.37	10.5	1.24	5
15	1.55	17	1.57	16	1.49	14.5
16	1.35	11.5	1.33	9	1.47	12.5
17	1.18	3	1.04	2	1.27	7

TABLE 40

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

Objectives	State Supervisors		Assistant State Supervisors		Teacher Educators	
	Mean	Rank	Mean	Rank	Mean	Rank
18	1.22	9	1.37	11	1.24	10.5
19	1.08	3	1.08	5	1.09	2
20	1.16	5	1.02	1	1.11	4
21	1.06	2	1.04	2.5	1.09	2
22	1.12	4	1.04	2.5	1.13	5.5
23	1.04	1	1.24	8	1.24	10.5
24	1.18	6	1.06	4	1.09	2
25	1.37	11	1.20	7	1.13	5.5
26	1.20	7.5	1.27	9	1.15	7
27	1.20	7.5	1.33	10	1.20	9
28	1.31	10	1.18	6	1.18	8

TABLE 41

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

	State Supervisors		Assistant State Supervisors		Teacher Educators	
Guidance	Mean	Rank	Mean	Rank	Mean	Rank
29	1.43	11	1.59	11	1.42	11
30	1.59	14	1.80	14	1.45	12
31	1.16	5.5	1.33	7.5	1.31	9
32	1.04	1	1.02	1	1.16	4
33	1.10	2	1.24	6	1.16	4
34	1.24	9	1.12	3.5	1.25	7.5
35	1.16	5.5	1.33	7.5	1.25	7.5
36	1.53	13	1.71	13	1.67	14
37	1.22	8	1.43	9	1.60	13
38	1.49	12	1.65	12	1.16	4
39	1.20	7	1.10	2	1.13	2
40	1.12	3	1.18	5	1.04	1
41	1.41	10	1.55	10	1.38	10
42	1.14	4	1.12	3.5	1.18	6

TABLE 42

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

	State Supervisors		Assistant State Supervisors		Teacher Educators	
Coordination	Mean	Rank	Mean	Rank	Mean	Rank
43	1.22	2.5	1.45	6	1.64	6
44	1.20	1	1.08	1	1.25	1.5
45	1.29	4	1.63	7	1.84	7
46	1.41	6	1.43	5	1.33	4
47	1.67	8	1.90	8	1.93	8
48	1.22	2.5	1.12	2	1.25	1.5
49	1.47	7	1.33	4	1.36	5
50	1.31	5	1.20	3	1.27	3

TABLE 43

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

	State Supervisors		Assistant State Supervisors		Teacher Educators	
Curriculum	Mean	Rank	Mean	Rank	Mean	Rank
51	1.90	8	1.71	7	1.45	7
52	1.10	2	1.00	1	1.22	2.5
53	1.29	4	1.39	4	1.35	6
54	1.55	7	1.45	6	1.29	4.5
55	1.08	1	1.06	2	1.00	1
56	1.53	6	1.84	8	1.49	8
57	1.35	5	1.10	3	1.22	2.5
58	1.24	3	1.43	5	1.29	4.5

TABLE 44

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

Organization and Administration	State Supervisors		Assistant State Supervisors		Teacher Educators	
	Mean	Rank	Mean	Rank	Mean	Rank
59	1.33	19	1.24	14	1.15	12
60	1.08	3.5	1.18	11.5	1.09	7.5
61	1.41	23	1.41	21	1.40	21
62	1.08	3.5	1.02	1	1.04	3
63	1.24	12.5	1.27	15	1.15	12
64	1.04	1	1.12	6	1.04	3
65	1.06	2	1.10	4.5	1.02	1
66	1.37	21.5	1.33	19	1.42	22
67	1.24	12.5	1.22	13	1.27	15.5
68	1.27	14.5	1.63	27	1.35	19
69	1.16	9.5	1.10	4.5	1.07	6
70	1.27	14.5	1.29	16.5	1.38	20
71	1.43	24.5	1.49	25	1.47	25
72	1.69	28	1.88	28	1.56	28
73	1.59	27	1.45	22	1.29	17
74	1.20	11	1.14	7.5	1.09	7.5
75	1.29	16.5	1.47	23.5	1.53	26
76	1.12	6.5	1.06	3	1.11	9
77	1.10	5	1.04	2	1.13	10
78	1.33	19	1.47	23.5	1.55	27

TABLE 44 (continued)

Organization and Administration	State Supervisors		Assistant State Supervisors		Teacher Educators	
	Mean	Rank	Mean	Rank	Mean	Rank
79	1.29	16.5	1.31	18	1.31	18
80	1.33	19	1.29	16.5	1.44	23.5
81	1.16	9.5	1.18	11.5	1.05	5
82	1.47	26	1.53	26	1.15	12
83	1.43	24.5	1.37	20	1.44	23.5
84	1.14	8	1.16	9.5	1.20	14
85	1.12	6.5	1.14	7.5	1.04	3
86	1.37	21.5	1.16	9.5	1.27	15.5

TABLE 45

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

Teacher Education	State Supervisors		Assistant State Supervisors		Teacher Educators	
	Mean	Rank	Mean	Rank	Mean	Rank
87	1.22	4	1.14	3	1.24	4
88	1.16	3	1.31	6	1.16	3
89	1.33	5	1.16	4	1.25	5
90	1.00	1	1.02	1	1.02	1
91	1.06	2	1.04	2	1.11	2
92	1.61	8	1.80	9	1.76	8
93	1.53	7	1.51	7	1.65	7
94	1.41	6	1.20	5	1.47	6
95	1.82	9	1.59	8	2.13	9

APPENDIX D

A PROFILE OF DISTRIBUTIVE WORKERS

Background information on distributive workers who participated in Step IV was obtained through questions included in the Interview Guide, a sample of which is in Appendix B. Information included in Tables 46-66 includes only training and education, length of time in the organization and length of time in present position.

A PROFILE OF MEMBERS OF REACTOR GROUPS I AND II

Background information on the participants in Reactor Group I and in Reactor Group II was obtained through a Profile questionnaire, a sample of which is in Appendix B.

Information concerning age, education, occupational experience and professional experience is included in Tables 67-93.

The state supervisors and teacher educators who participated in Reactor Group II are also included in the report of the participants in Step I.

APPENDIX D

TABLE 46

PROFILE OF INTERVIEWEES

DEPARTMENT STORES

Job Nos.	Training and Education*																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	1	2	1	2						1		3				3	1
2	2	2	2			1	1			1		3				1	3
3	1	1	2	1	1		1					3				1	1
4		1										2					1
5	2	2	2	1		1	1	1				3				1	3
6	1		1		1		1		1			3		1		2	1
7	1		1									2				1	
8	1		1			1	1	1		1		2		1		1	
9	2	1	1	2				1	1			3			1	2	2
10	1	1	1	1	1	1	1					1					1
11	1	1	1	1		1	1			1		2		1			1
12			2							1		3		2		1	
13	2	1	1					1	1			2				1	1
14	1	1	1	1		1						3					2
1X	2	5	2	1	1			3		1		6	1	1	1	3	5

*Training and Education

1. In the business, policies and proceuures instruction.
2. Manufacturer product or service information training.
3. Sales procedure training.
4. Fashion training shows.
5. On-the-job training from a sponsor.
6. Executive training classes (in-the-business).
7. Supervisory and Human relations classes (in-the-business).
8. Outside-store classes, store-paid entry fee.
9. D.E. adult classes.
10. D.E. training in high school.
11. D.E. training - post-secondary or junior college level.
12. High school education with diploma.
13. High School education without diploma.
14. Technical school training.
15. College education with degree.
16. Partial college education.
17. Department merchandise information and training.

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TABLE 47

PROFILE OF INTERVIEWEES

DEPARTMENT STORES

	Length of Time In Organization									
Job Nos.	0-6 mos.	6 mos.-1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
1	1					2				
2			1	1						
3				1		1	1			
4										
5				1		1	1			
6			1			1			1	
7					1	1				
8					2					
9		2						1		
10			1			1				
11			1				1			
12			1		1					1
13			1		1	1				
14			1		1				1	
1X					2	1		2	2	1

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TABLE 48

PROFILE OF INTERVIEWEES

DEPARTMENT STORES

	Length of Time in Present Position									
Job Nos.	0-6 mos.	6 mos.- 1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
1	1					2				
2			1		1		1			
3						1	2			
4										
5					1	1	1			
6			1			1			1	
7						1		1		
8					1		1			
9		1		1						1
10				1						1
11							1	1		
12			1			1				1
13					1		2			
14					1				1	1
1X					2	1		2	2	

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TABLE 49

PROFILE OF INTERVIEWEES

VARIETY STORES

	Training and Education*																
Job Nos.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
4	1	1	2							2		1	2				1
15	1		1		1							1	1				1
1	6	4	6		1		1		1			3	5				8
3	4	2	4		2	2	3		1	2		3	1			1	4
16	2	2	2		1	2	2	1	1			2			2		2
17	2	1	2		1							2	1				1
18	1	1	1		1	1	1	1	2	1		3					2
19	3	1	2					1				1	4				2
5	2	2	2		1	1	1					2		1			2
20	1		1		2					1		2	1				1
21	2	1	2				1	1	2	1		2	1				1
22	2	3	2		1	3	2	2				2			1	1	3
1X					1							1					

*Training and Education

1. In the business, policies and procedures instruction.
2. Manufacturer product or service information training.
3. Sales procedure training.
4. Fashion training shows.
5. On-the-job training from a sponsor.
6. Executive training classes (in-the-business).
7. Supervisory and Human relations classes (in-the-business).
8. Outside-store classes, store-paid entry fee.
9. D.E. adult classes.
10. D.E. training in high school.
11. D.E. training - post-secondary or junior college level.
12. High school education with diploma.
13. High school education without diploma.
14. Technical school training.
15. College education with degree.
16. Partial college education.
17. Department merchandise information and training.

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TABLE 50

PROFILE OF INTERVIEWEES

VARIETY STORES

	Length of Time In Organization									
Job Nos.	0-6 mos.	6 mos- 1 yrs.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
4		3				1				
15		1			1	1				
1	1			4	1	1	1	1		
3	1			1	1	1	1			
16			2		1					
17		2	1							
18			1			1		1		
19	1		2	1		1				
5	1					1	1			
20			2		1					
21					1	1				1
22	1		1		1				1	
1X										

APPENDIX D

TABLE 51

PROFILE OF INTERVIEWEES

VARIETY STORES

	Length of Time in Present Position									
Job Nos.	0-6 mos.	6 mos-1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
4		2			1	1				
15					1	1	1			
1	1			2	2	1	2		1	
3			1		1	2	1			
16						2				1
17		1		1		1				
18					1				1	1
19	1		1		2	1				
5					1	1	1			
20			1		1	1				
21						1			1	1
22	1				1	1				1
1X										

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TABLE 52

PROFILE OF INTERVIEWEES

SERVICE STATIONS

	Training and Education*																
Job Nos.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1		1			1	1						2					
16		2			2	2							2	1			
22		3			3	2			2	2		2	1	1		1	

*Training and Education

1. In the business, policies and procedures instruction.
2. Manufacturer product or service information training.
3. Sales procedure training.
4. Fashion training shows.
5. On-the-job training from a sponsor.
6. Executive training classes (in-the-business).
7. Supervisory and Human relations classes (in-the-business).
8. Outside-store classes, store-paid entry fee.
9. D.E. adult classes.
10. D.E. training in high school.
11. D.E. training - post-secondary or junior college level.
12. High school education with diploma.
13. High school education without diploma.
14. Technical school training.
15. College education with degree.
16. Partial college education.
17. Department merchandise information and training.

APPENDIX D

TABLE 53

PROFILE OF INTERVIEWEES

SERVICE STATIONS

	Length of Time in Organization									
Job Nos.	0-6 mos.	6 mos-1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
1	1				1					
16	1						1			
22				1				1	1	

TABLE 54

PROFILE OF INTERVIEWEES

SERVICE STATIONS

	Length of Time in Present Position									
Job Nos.	0-6 mos.	6 mos-1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
1					1		1			
16							2	1		
22				1				1	1	

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TABLE 55

PROFILE OF INTERVIEWEES

FOOD STORES

	Training and Education*																
Job Nos.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
4	4	5	4		6		4	1	1	4		7		2		2	
3	3	3	2		1		1	3	1	1		3	2			1	
16	2	3	2		1		2			1		3					
19	2	1	2		1			1				1	1				
21	2	2	1		1		1		1	1		3				2	
22	3	3	2		2		2	3	1	1		2	1			2	

*Training and Education

1. In the business, policies and procedures instruction.
2. Manufacturer product or service information training.
3. Sales procedure training.
4. Fashion training shows.
5. On-the-job training from a sponsor.
6. Executive training classes (in-the-business).
7. Supervisory and Human relations classes (in-the-business).
8. Outside-store classes, store-paid entry fee.
9. D.E. adult classes.
10. D.E. training in high school.
11. D.E. training - post-secondary or junior college level.
12. High school education with diploma.
13. High school education without diploma.
14. Technical school training.
15. College education with degree.
16. Partial college education.
17. Department merchandise information and training.

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TABLE 56

PROFILE OF INTERVIEWEES

FOOD STORES

	Length of Time in Organization									
Job Nos.	0-6 mos.	6 mos-1 yr	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
4	4	1	2	1		1				
3			1			3				
16				1	2					
19						1	1	1		
21			1	1		1				
22		1			1					1

TABLE 57

PROFILE OF INTERVIEWEES

FOOD STORES

	Length of Time in Present Position									
Job Nos.	0-6 mos.	6 mos-1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
4	2		1	2	3	1				
3						2	3			
16					1	2				
19						1	1	1		
21					1		2			
22							1		1	1

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TABLE 58

PROFILE OF INTERVIEWEES

WHOLESALING

	Training and Education*																
Job Nos.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
12					1												
3					1							1					
24					1		1					1			1		1
1 Y												1					1
25		1			1				1								1
1Z					1								1				1

*Training and Education

1. In the business, policies and procedures instruction.
2. Manufacturer product or service information training.
3. Sales procedure training.
4. Fashion training shows.
5. On-the-job training from a sponsor.
6. Executive training classes (in-the-business).
7. Supervisory and Human relations classes (in-the-business).
8. Outside-store classes, store-paid entry fee.
9. D.E. adult classes.
10. D.E. training in high school.
11. D.E. training - post-secondary or junior college level.
12. High school education with diploma.
13. High school education without diploma.
1Y. Technical school training.
15. College education with degree.
16. Partial college education.
17. Department merchandise information and training.

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TABLE 59

PROFILE OF INTERVIEWEES

WHOLESALING

	Length of Time in Organization									
Job Nos.	0-6 mos.	6 mos- 1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
12										1
3				1						
24				1						
1Y						1				
25				1						
1Z					1		1			

TABLE 60

PROFILE OF INTERVIEWEES

WHOLESALING

	Length of Time in Present Position									
Job Nos.	0-6 mos.	6 mos- 1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
12										1
3							1			
24				1						
1Y							1			
25				1						
1Z					1					

APPENDIX D

TABLE 61

PROFILE OF INTERVIEWEES

HOTEL/MOTEL

	Training and Education*																
Job Nos.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
26	4				4		1					1	2				3
27	3				2		1					2	1				1
28	3				3		2		2			1	2			1	1
30	3				3		1					3					2
29	3				4							3	1	1		1	2
19	1				2							2					1
31	3				3		1		1			2	1			2	2
32	1				2		1					2			1		
33	2				3		1					2		1	1		2
34	4				4		1					2		1		1	1
3	1				2		1		1			2		1		2	1
35	1				3		1		1			3			1	2	1
36	2				2		2		1			2		1		2	1
16	2				3				1			3				1	2
22	9				8		6		3			7	2	2	2	5	8

*Training and Education

1. In the business, policies and procedures instruction.
2. Manufacturer product or service information training.
3. Sales procedure training.
4. Fashion training shows.
5. On-the-job training from a sponsor.
6. Executive training classes (in-the-business).
7. Supervisory and Human relations classes (in-the-business).
8. Outside-store classes, store-paid entry fee.
9. D.E. adult classes.
10. D.E. training in high school.
11. D.E. training - post-secondary or junior college level.
12. High school education with diploma.
13. High school education without diploma.
14. Technical school training.
15. College education with degree.
16. Partial college education.
17. Department merchandise information and training.

APPENDIX D

TABLE 62

PROFILE OF INTERVIEWEES

HOTEL/MOTEL

	Length of Time in Organization									
Job Nos.	0-6 mos.	6 mos.- 1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
26	1					1			1	
27			1			1				1
28						1		2		
30						1	1			
29		1	1	1		2				
19		1	1							
31		1	1			1				
32								1		1
33	1			1						
34						3	1			
3				1		1				
35					2		1			
36		1	1						1	
16		3								
22	2		3		2	1			1	

APPENDIX D

TABLE 63

PROFILE OF INTERVIEWEES

HOTEL/MOTEL

	Length of Time in Present Position									
Job Nos.	0-6 mos.	6 mos- 1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
26					1	1				1
27				1					1	1
28						1				2
30		1				1		1		
29		1	1	1		2				
19		1	1							
31		1	1			1				
32								1		1
33	1				1					
34						3				1
3						1			1	
35					2		1			
36			1						1	1
16		1	2							
22	1		2	2	2	1				1

APPENDIX D

TABLE 63

PROFILE OF INTERVIEWEES

RESTAURANT

						Training and Education*											
Job Nos.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
38	1				1		1		1								
39	6				5		1		1			1	3				4
40	2				1		2		1			1	1				2
19	2				3								3				1
41	4				4							3	1		2		4
16	3				3							3				1	2
22	2				5		1		1			5		1	3	1	2

*Training and Education

1. In the business, policies and procedures instruction.
2. Manufacturer product or service information training.
3. Sales procedure training.
4. Fashion training shows.
5. On-the-job training from a sponsor.
6. Executive training classes (in-the-business).
7. Supervisory and Human relations classes (in-the-business).
8. Outside-store classes, store-paid entry fee.
9. D.E. adult classes.
10. D.E. training in high school.
11. D.E. training - post-secondary or junior college level.
12. High school education with diploma.
13. High school education without diploma.
14. Technical school training.
15. College education with degree.
16. Partial college education.
17. Department merchandise information and training.

APPENDIX D

TABLE 65

PROFILE OF INTERVIEWEES

RESTAURANT

	Length of Time in Organization									
Job Nos.	0-6 mos.	6 mos- 1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
38			2							
39			2		3					
40					1				1	
19	1		1		1					
41	2				1		1			
16			2		1					
22			1			2		1		

TABLE 66

PROFILE OF INTERVIEWEES

RESTAURANT

	Length of Time in Present Position									
Jobs Nos.	0-6 mos.	6 mos- 1 yr.	1-2 yrs.	2-3 yrs.	3-5 yrs.	5-10 yrs.	10-15 yrs.	15-20 yrs.	20-25 yrs.	25 yrs. and over
38			1			1				
39			1		4					
40					1					1
19			1		1	1				
41			1		2		1			
16					1	2				
22						2		2		

PROFILE OF MEMBERS OF REACTOR GROUPS I & II

TABLE 67

PRESENT POSITION

	0	1	2	3	4	5	6	7	8	9
State Supervisors	1	0	0	46	0	0	0	0	2	0
State Supervisors	0	0	0	4	1	1	0	0	2	0
Ass't State Supervisors	0	0	0	3	29	13	2	0	0	2
Teacher Educators	1*	0	52	0	0	0	0	0	0	2
Teacher Educators	1	0	6	0	0	1	0	0	0	0
Teacher-Coordinators	37	4	2	1	3	1	0	0	0	0

*Serves in dual capacity.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

NOTE: The columns represent the following:

0 - Full-time Distributive Education teacher-coordinator
1 - Full-time city or county supervisor of Distributive Education
2 - Teacher educator of Distributive Education
3 - State supervisor of Distributive Education
4 - Assistant state supervisor of Distributive Education
5 - Area or district supervisor of Distributive Education
6 - State supervisor of Distributive Education and Office or Business Education
7 - State supervisor of Trade and Industrial Education; Assistant state supervisor of Distributive Education
8 - State supervisor and teacher educator of Distributive Education
9 - Curriculum materials specialist

TABLE 68

AGE RANGE OF PARTICIPANTS

	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70
State Supervisors	1	3	7	2	8	10	3	10	4	1
State Supervisors	0	0	0	1	2	1	1	2	1	0
Ass't State Supervisors	0	6	3	14	12	8	1	3	2	0
Teacher Educators	1	4	8	11	12	5	7	3	2	2
Teacher Educators	0	1	2	3	0	1	1	0	0	0
Teacher-Coordinators	3	12	7	7	12	3	3	1	0	0

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 69

HIGHEST DEGREE HELD

	Bachelor's	Master's	Special Certificate	Ed.D. or Ph.D.	Other
State Supervisors	7	38	3	1	0
State Supervisors	1	5	1	1	0
Ass't State Supervisors	12	33	3	0	1
Teacher Educators	3	37	0	15	0
Teacher Educators	1	5	0	2	0
Teacher-Coordinators	21	25	0	0	2

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 70

YEAR HIGHEST DEGREE EARNED

	1950 or Before	1951-1955	1956-1960	1960-1961	1962-1963	1964-1965
State Supervisors	21	12	4	6	2	4
State Supervisors	4	3	1	0	0	0
Ass't State Supervisors	14	10	11	4	7	3
Teacher Educators	8	8	15	8	7	9
Teacher Educators	1	2	1	2	1	1
Teacher-Coordinators	9	6	14	6	7	6

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 71

LAST YEAR ENROLLED IN A COLLEGE OR UNIVERSITY

	1950 or Before	1951-1955	1956-1960	1960-1961	1962-1963	1963-1964	1964-1965	1965-1966	Present
State Supervisors	11	6	6	5	6	3	4	4	4
State Supervisors	1	4	1	0	0	1	0	0	1
Ass't State Supervisors	3	6	6	0	6	4	11	7	6
Teacher Educators	4	5	4	2	7	5	9	5	14
Teacher Educators	0	1	0	0	2	1	2	0	2
Teacher-Coordinators	1	2	1	4	3	4	8	9	16

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 72

NUMBER OF QUARTER CREDITS EARNED BEYOND HIGHEST DEGREE

	None	1-9	10-18	19-27	28-36	37-45	46-54	55-63	64-72	72 or over
State Supervisors	11	9	9	4	7	1	2	2	0	4
State Supervisors	1	1	1	1	3	0	1	0	0	0
Ass't State Supervisors	3	7	16	5	3	2	5	3	1	4
Teacher Educators	16	6	7	6	3	2	2	4	2	7
Teacher Educators	2	1	2	1	0	0	0	0	1	1
Teacher-Coordinators	5	12	7	5	5	3	1	3	0	7

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 73

MAJOR CONCENTRATION OF CREDITS EARNED BEYOND HIGHEST DEGREE

	0	1	2	3	4	5	6	7	8	9
State Supervisors	4	12	4	1	1	5	1	1	10	10
State Supervisors	1	1	1	0	0	3	0	0	1	1
Ass't State Supervisors	6	12	0	0	4	5	2	7	11	2
Teacher Educators	3	13	1	0	6	8	1	3	5	15
Teacher Educators	1	2	0	0	0	1	0	1	1	2
Teacher-Coordinators	7	7	1	0	13	4	2	4	6	4

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

NOTE: The Columns represent the following:

0 - Distributive Education

1 - Education, Vocational Education and/or Psychology

2 - Retailing or Marketing

3 - Business Education

4 - Combination of 0,1

5 - Combination of 0,1,2

6 - Combination of 0,3

7 - Combination of 0 and any other subject

8 - Other

9 - Does not apply or no credit earned

TABLE 74

MAJOR IN UNDERGRADUATE DEGREE

	0	1	2	3	4	5	6	7	8	9
State Supervisors	4	12	6	4	9	6	3	0	1	4
State Supervisors	0	4	1	0	0	2	0	0	0	1
Ass't State Supervisors	4	16	4	2	7	9	2	0	0	5
Teacher Educators	6	10	13	1	5	8	4	3	0	5
Teacher Educators	1	0	2	2	0	2	0	1	0	0
Teacher-Coordinators	5	5	16	2	6	7	5	0	0	2

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

NOTE: The Columns represent the following:

0 - Marketing or Retailing

1 - Business Administration, Marketing, Retailing, Public Administration, Advertising

2 - Distributive Education, Marketing, Business Administration

3 - English, Speech, Journalism

4 - Education, Social Studies, Psychology, Economics

5 - Business Education

6 - Home Economics, Agricultural Education, Trade and Industrial Education, Industrial Arts

7 - Business Education and Distributive Education

8 - Marketing and/or Business Administration

9 - Others (Science, Math, Mechanical Engineering, Physical Education)

TABLE 75

AREA OF CONCENTRATION IN MASTER'S DEGREE

	0	1	2	3	4	5	6	7	8	9
State Supervisors	6	12	11	3	3	9	2	1	0	2
State Supervisors	0	2	1	1	0	2	1	0	0	1
Ass't State Supervisors	2	9	11	9	2	12	2	0	0	2
Teacher Educators	4	19	16	7	0	5	0	4	0	0
Teacher Educators	0	2	1	2	0	1	0	2	0	0
Teacher-Coordinators	2	6	14	1	0	22	1	0	0	2

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

NOTE: The Columns represent the following:

0 - Marketing or Retailing
1 - Education or Vocational Education
2 - Distributive Education
3 - Business Education
4 - Other
5 - Does Not Apply
6 - Business Administration, Management
7 - Distributive Education and Business Education
8 - Marketing or Retailing and Distributive Education
9 - Marketing and Retailing and Education or Vocational Education

TABLE 76

NUMBER OF HOURS OF "DIRECTED (SUPERVISED) WORK EXPERIENCE" AS PART OF UNDERGRADUATE OR GRADUATE DEGREE

	None	200 Hours	300 Hours	500 Hours	501-750 Hours	751-1000 Hours	1001-1500 Hours	1501 or More Hours
State Supervisors	34	2	2	3	1	2	2	3
State Supervisors	7	0	0	1	0	0	0	0
Ass't State Supervisors	37	4	3	2	1	1	0	1
Teacher Educators	37	1	2	4	2	3	1	5
Teacher Educators	3	0	1	1	0	1	0	2
Teacher-Coordinators	25	4	4	3	6	1	0	5

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 77

DATE OF LAST EXPERIENCE OF DIRECTED (SUPERVISED) WORK EXPERIENCE

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1955-1960	1954 or Before	Does Not Apply
State Supervisors	3	1	0	1	1	5	10	28
State Supervisors	1	0	0	0	0	0	1	6
Ass't State Supervisors	2	0	0	0	2	7	8	30
Teacher Educators	1	0	0	1	2	6	9	36
Teacher Educators	0	0	0	1	1	1	3	2
Teacher-Coordinators	0	1	2	2	2	10	7	24

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 78

NUMBER OF YEARS EXPERIENCE IN RETAILING*

	None	6 mos.	1 yr.	18 mos.	2 yrs.	3 yrs.	4-5 yrs.	6-10 yrs.	11-15 yrs.	16 yrs. or more
State Supervisors	1	0	5	3	2	6	9	10	5	8
State Supervisors	0	0	0	0	0	2	1	1	1	3
Ass't State Supervisors	1	1	3	2	1	7	12	15	5	2
Teacher Educators	2	0	1	1	3	9	15	16	0	8
Teacher Educators	0	0	0	0	0	4	2	2	0	0
Teacher-Coordinators	0	1	4	1	3	8	11	14	3	3

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 79

DATE OF LAST EXPERIENCE IN RETAILING*

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1955-1960	1954-or Before	Does Not Apply
State Supervisors	0	5	3	6	3	10	20	2
State Supervisors	0	0	1	1	0	4	2	0
Ass't State Supervisors	1	6	3	4	5	12	17	1
Teacher Educators	3	1	2	3	3	20	22	1
Teacher Educators	0	1	2	1	1	0	3	0
Teacher-Coordinators	6	4	7	5	4	17	5	0

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 80

NUMBER OF YEARS EXPERIENCE IN WHOLESALING*

	None	6 mos.	1 yr.	18 mos.	2 yrs.	3-5 yrs.	6-10 yrs.	11-15 yrs.	16 yrs. or more
State Supervisors	33	5	2	1	4	2	0	1	1
State Supervisors	7	1	0	0	0	0	0	0	0
Ass't State Supervisors	37	0	3	0	2	5	1	0	1
Teacher Educators	41	6	2	1	1	4	0	0	0
Teacher Educators	5	0	2	1	0	0	0	0	0
Teacher-Coordinators	35	4	2	2	1	2	1	1	0

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during the holidays and/or during summer months.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 81

DATE OF LAST EXPERIENCE IN WHOLESALING*

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1955-1960	1954 or Before	Does Not Apply
State Supervisors	0	0	0	2	0	2	12	33
State Supervisors	0	0	0	0	0	0	1	7
Ass't State Supervisors	1	3	0	0	1	2	6	36
Teacher Educators	4	1	0	0	0	4	9	37
Teacher Educators	0	0	0	0	0	2	1	5
Teacher-Coordinators	2	0	0	1	1	7	2	35

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 82

NUMBER OF YEARS EXPERIENCE IN A SERVICE OCCUPATION*

	None	6 mos.	1 yr.	18 mos.	2 yrs.	3-5 yrs.	6-10 yrs.	11-15 yrs.	16 yrs. or over
State Supervisors	27	4	4	0	6	5	1	1	1
State Supervisors	4	1	1	0	0	1	1	0	0
Ass't State Supervisors	20	4	6	4	4	6	3	1	1
Teacher Educators	28	4	7	3	4	6	2	0	1
Teacher Educators	3	1	2	1	1	0	0	0	0
Teacher-Coordinators	28	7	3	2	3	5	0	0	0

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 83

DATE OF LAST EXPERIENCE IN SERVICE OCCUPATIONS*

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1955-1960	1954 or Before	Does Not Apply
State Supervisors	2	0	1	2	2	4	12	26
State Supervisors	1	0	0	0	0	1	3	3
Ass't State Supervisors	0	4	0	1	3	9	12	20
Teacher Educators	4	1	0	0	1	5	18	26
Teacher Educators	1	1	0	0	0	1	2	3
Teacher-Coordinators	1	3	0	2	0	5	9	28

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 84

NUMBER OF YEARS EXPERIENCE AS A DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR

	None	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10-12 yrs.	13-15 yrs.	16-18 yrs.	19-21 yrs.	22 years or more
State Supervisors	13	3	11	10	3	4	2	2	1	0
State Supervisors	1	0	1	4	1	1	0	0	0	0
Ass't State Supervisors	9	1	10	19	6	3	1	0	0	0
Teacher Educators	6	5	12	5	4	1	1	1	0	0
Teacher Educators	0	0	2	5	0	1	0	0	0	0
Teacher-Coordinators	0	1	12	15	9	2	3	2	2	2

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 85

DATE OF LAST EXPERIENCE AS DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1958-1960	1952-1957	1951 or Before	Does Not Apply
State Supervisors	1*	6	6	0	3	2	9	10	12
State Supervisors	0	1	1	0	0	1	2	2	1
Ass't State Supervisors	0	9	7	6	2	8	6	2	9
Teacher Educators	3*	8	3	5	7	4	12	9	4
Teacher Educators	2	1	1	1	1	0	1	1	0
Teacher-Coordinators	38	7	1	1	1	0	0	0	0

*Note dual role.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 86

NUMBER OF YEARS EXPERIENCE AS A CITY OR COUNTY SUPERVISOR OF DISTRIBUTIVE EDUCATION

	None	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10-12 yrs.	13-15 yrs.	16-18 yrs.	19-21 yrs.	22 years or more
State Supervisors	43	2	4	0	0	0	0	0	0	0
State Supervisors	6	2	0	0	0	0	0	0	0	0
Ass't State Supervisors	41	1	5	2	0	0	0	0	0	0
Teacher Educators	47	2	3	1	0	0	0	0	0	0
Teacher Educators	7	0	0	1	0	0	0	0	0	0
Teacher-Coordinators	40	2	5	0	0	0	0	0	1	0

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 87

DATE OF LAST EXPERIENCE AS A CITY OR COUNTY SUPERVISOR OF DISTRIBUTIVE EDUCATION

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1958-1960	1952-1957	1951 or Before	Does Not Apply
State Supervisors	5*	0	1	0	0	0	2	1	40
State Supervisors	0	0	1	0	0	0	1	0	6
Ass't State Supervisors	5	0	1	1	0	2	3	0	37
Teacher Educators	5	0	1	1	1	0	2	3	42
Teacher Educators	1	0	0	0	1	0	0	0	6
Teacher-Coordinators	8	1	0	0	0	0	0	0	39

*Note dual role.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 88

NUMBER OF YEARS EXPERIENCE AS A DISTRIBUTIVE EDUCATION TEACHER EDUCATOR

	None	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10-12 yrs.	13-15 yrs.	16-18 yrs.	19-21 yrs.	22 years or more
State Supervisors	31	3	2	5	2	1	1	1	3	0
State Supervisors	2	1	1	1	1	0	0	1	1	0
Ass't State Supervisors	40	2	3	1	2	1	0	0	0	0
Teacher Educators	3*	12	17	5	1	6	3	2	5	1
Teacher Educators	1*	2	3	0	0	1	0	0	1	0
Teacher-Coordinators	42	1	1	3	0	1	0	0	0	0

*Less than 1 year.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 89

DATE OF LAST EXPERIENCE AS A DISTRIBUTIVE EDUCATION TEACHER EDUCATOR

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1958-1960	1952-1957	1951 or Before	Does Not Apply
State Supervisors	7*	2	2	2	0	1	1	4	30
State Supervisors	2	0	1	1	0	0	1	1	2
Ass't State Supervisors	5*	2	3	0	0	1	1	0	37
Teacher Educators	51**	2	0	0	0	0	0	0	2
Teacher Educators	6	1	0	0	0	0	0	0	1
Teacher-Coordinators	6	0	0	0	0	0	0	0	42

*Supervisors sometimes serve as teacher educators in summer school.

**Experience is on part-time basis.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 90

NUMBER OF YEARS EXPERIENCE AS A STATE, ASSISTANT STATE OR AREA SUPERVISOR OF DISTRIBUTIVE EDUCATION

	None	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10-12 yrs.	13-15 yrs.	16-18 yrs.	19-21 yrs.	22 years or more
State Supervisors	6*	10	3	7	4	5	0	4	7	3
State Supervisors	1	0	1	2	1	0	0	0	2	1
Ass't State Supervisors	5**	16	8	8	4	2	2	4	0	0
Teacher Educators	39	4	5	3	4	0	0	0	0	0
Teacher Educators	7	0	1	0	0	0	0	0	0	0
Teacher-Coordinators	43	2	2	1	0	0	0	0	0	0

*Includes those with titles of State Director.

**Includes individuals with less than one year's experience.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 91

DATE OF LAST EXPERIENCE AS A STATE, ASSISTANT STATE OR AREA SUPERVISOR OF DISTRIBUTIVE EDUCATION

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1958-1960	1952-1957	1951 or Before	Does Not Apply
State Supervisors	46	1	0	0	0	0	0	1	1*
State Supervisors	7	0	0	0	0	0	0	0	1
Ass't State Supervisors	47	0	0	0	0	0	0	0	2
Ass't State Supervisors	1	0	0	0	0	0	0	0	0
Teacher Educators	2**	4	2	2	2	2	1	2	38
Teacher Educators	0	0	0	0	0	0	0	1	7
Teacher-Coordinators	4***	0	0	1	0	0	0	0	43

*Serves as teacher-coordinator and supervisor of a territory.

**Dual appointment.

***Reacted as a teacher-coordinator in Step II.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 92

NUMBER OF YEARS EXPERIENCE AS ADULT INSTRUCTOR

	None	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10-12 yrs.	13-15 yrs.	16-18 yrs.	19-21 yrs.	22 years or more
State Supervisors	14	5	12	10	2	5	0	1	0	0
State Supervisors	0	1	2	4	0	1	0	0	0	0
Ass't State Supervisors	26	7	6	4	2	2	0	2	0	0
Teacher Educators	16	4	6	8	9	6	4	0	1	1
Teacher Educators	3	0	2	1	1	1	0	0	0	0
Teacher-Coordinators	18	6	11	10	1	0	0	1	1	0

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

TABLE 93

DATE OF LAST EXPERIENCE AS ADULT INSTRUCTOR*

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1958-1960	1952-1957	1951 or Before	Does Not Apply
State Supervisors	6	5	4	1	3	3	5	9	13
State Supervisors	2	1	0	1	0	1	1	2	0
Ass't State Supervisors	3	4	5	3	0	4	4	1	25
Teacher Educators	13	4	3	3	7	3	2	4	16
Teacher Educators	1	0	0	1	1	1	0	1	3
Teacher-Coordinators	13	5	1	0	5	0	5	1	18

*Since many distributive education personnel participate as adult instructors concurrently with other duties, there is an overlapping of dates of certain experiences.

NOTE: Indented lines indicate participants in Reactor Group II. Other lines indicate participants in Reactor Group I.

APPENDIX E

TABLE 94

PERCENTAGE OF AGREEMENT AFTER RE-SUBMISSION OF 12 BELIEFS*

Card Number	Revised Belief Statement	Percentage of Agreement
05	That the distributive education project plan is an organizational pattern of instruction which involves a series of selected learning activities or projects related to the field of marketing, merchandising and management and which are related to a student's occupational interests. It enables students to develop occupational competencies through real life experiences.	67.8
07	That distributive education supplementary instruction is instruction for adults or out-of-school youth wishing to refresh, update or upgrade competencies needed in their distributive employment. It is usually provided on a part-time basis.	84.7
12	That a project in the distributive education project plan is a combination of organized learning activities related to an individual's distributive occupational interests. The length of time to complete the project depends upon the nature of the project and the ability of the individual learner.	90.7
15	That an Advisory Committee for distributive education is a group of persons representative of both the school and the business community which gives advice that may be used for the development and improvement of the distributive education program.	85.6
30	That each distributive education student should have a distributive occupational interest if he is to give his best effort in learning technical skills and knowledges and in making occupational adjustments.	93.2
36	That a distributive education student should determine for himself the point at which he would cease his formal education--at high school, post-high school or college level.	69.5

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*Respondents were asked to react to the revised statements on a two-point scale - agree or disagree and to indicate reason for disagreement. Of the 133 questionnaires mailed, 118 (88.7%) were returned. Twenty of the original members of Reactor Group I were no longer available as participants as members of the Leadership Group.

TABLE 94 (continued)

Card Number	Revised Belief Statement	Percentage of Agreement
45	That the amount of time which distributive cooperative students spend in school should be regularly appraised so that the combined time for school and work does not exceed the normal work week.	63.6
47	That coordinators should be employed by the school system for at least 10 months during the year so that they might fulfill all of the responsibilities of the job.	79.7
56	That in most distributive occupations judgment, human relations and communication skills are predominant while manual skills are frequently less important.	93.2
72	That distributive education should be available both to high school graduates and those who did not complete high school.	96.6
92	That distributive education teacher-coordinators should be involved in the distributive education adult program in some capacity, even if only advisory, thereby increasing their own occupational understandings and also creating a more favorable environment for their students.	95.8
93	That teacher-coordinators should return to a distributive occupation at intervals when updating is needed and advisable.	90.7
95	That teacher education for post-secondary instructional personnel should include advanced depth study in a distributive field or in a distributive function.	89.8

APPENDIX F

A STATEMENT OF OBJECTIVES: SOCIAL AND ECONOMIC AIMS OF THE PROGRAM OF DISTRIBUTIVE EDUCATION[12]

1. To train for high standards in the distribution of goods and services by improving merchandising and selling practices, in terms of -
    a. Benefits to the buying public,
    b. Opportunities for the employee, and
    c. Sound, profitable operations for employers.
2. To develop, among employers, employees, and consumers, a wider appreciation of the value of trained personnel.
3. To train for a wider appreciation and understanding of the basic processes of distribution in our national economy.
4. To develop a well-rounded program which recognizes the comparable value of -
    a. Extension training to increase the efficiency of those now employed.
    b. Cooperative part-time training to provide for replacement needs as required annually for the distributive occupations.
5. To train for increased efficiency in distribution with particular reference to the merchandising and management problems of the small merchant.
6. To train for a better understanding of the mutual problems of employer and employee through a study of personnel and management problems.
7. To develop a closer tie between the school and the business community.
8. To deserve the confidence of business in accepting distributive education as an integral part of the business community.

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[12] First National Training Conference for Distributive Education, Minneapolis, Minnesota, 1939.

APPENDIX F

DISTRIBUTIVE EDUCATION OBJECTIVES AGREED UPON AT 1949 AVA CONVENTION

The following objectives for distributive education were agreed upon at the 1949 Atlantic City Convention of the American Vocational Association by the Distributive Education Division.

1. To promote high standards of operation in the distribution of goods and services through the improvement of marketing and merchandising throughout the distributive field.
2. To assist in the reduction of the costs of distribution through increasing efficiency of distributive workers.
3. To aid the buying public through better services to consumers.
4. To develop balanced, comprehensive training programs to serve all fields of distribution.
5. To aid distributive owners and managers to conduct their business operations efficiently for the benefit of the consumer, employer and employee.
6. To assist persons already in a distributive occupation to do a better job.
7. To prepare employees in distributive occupations to take advantage of opportunities for advancement.
8. To prepare qualified young men and women for the distributive jobs of today and the business leadership of tomorrow.
9. To aim for a better understanding of the mutual problems of consumer, employer and employee.
10. To develop a closer working relationship between the schools and the business community.

APPENDIX F

GOALS OF SECONDARY EDUCATION

The following goals of secondary education have been listed in a statement issued by the National Association of Secondary School Principals:[13]

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. All youth need to develop and maintain good health and physical fitness and mental health.

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and to have an understanding of the nations and peoples of the world.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, to be able to live and work cooperatively with others, and to grow in the moral and spiritual values of life.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

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[13] National Association of Secondary-School Principals, Planning for American Youth (rev. ed.; original printing, 1944; Washington, D.C.: The Association, a department of the National Education Association, 1951), p. 9

APPENDIX G

CONCEPTS AND CONCERNS

The interpretation of the statistical analysis in light of the numerous comments by the respondents indicates that there are still some concerns among certain members of the leadership group regarding several concepts included in the Basic Belief card-sort. Most of these concerns stem from the fact that the Vocational Education Act of 1963 made it possible for the first time for reimbursed distributive education programs to include instructional programs for youth and adults who are interested in careers in the field of distribution but who are not yet employed. Prior to this time only employed individuals could be enrolled in distributive education courses. As a result of this provision for pre-employment training for both youth and adults, new terminology was introduced into the literature, primarily through the interpretation of the Vocational Education Act of 1963, through publications of the United States Office of Education, and through professional journals. Some of the concepts, with comments by the investigator follow:

I. Regarding Definitions:

A. Concept: Plan versus Method. (Example: Project Plan; Project Method; Cooperative Plan; Cooperative Method)

Investigator's Comment: The use of the word "plan" indicates an organizational arrangement: on the one hand the project plan permits the student to remain in school for the full day; whereas the cooperative plan arranges a laboratory schedule.

The use of the word "method" in this context indicates a means (over and above the methods used in the classroom) of reaching an educational objective: for students in the project plan the method of making the classroom instruction vocationally meaningful is that of providing a series of group and/or individually designed learning activities and projects related to the student's occupational interest; for cooperative students the method of making the classroom instruction vocationally meaningful is that of providing correlated on-the-job learning experiences.

B. Concept: Project - Project Plan - Project Method.

Investigator's Comment: There is considerable concern among the leadership regarding the use of the word "project" to distinguish the pre-employment phase of the distributive education program from the cooperative phase. Since projects have been used in the cooperative plan from the inception of the distributive education program, the leadership expressed doubt that the word "project" is the descriptive word needed to identify this new phase of the distributive education program. The introduction of terms used in current distributive education literature was deliberately incorporated into the group of definitions so that as a foundation for this research there would be a common understanding of the meaning of these terms.

C. Concept: Preparatory Instruction. A number of comments noted that instruction under the cooperative plan should not be considered "preparatory," since the students are already employed.

Investigator's Comment: The definition as stated in the belief is based on the definition[14] as reported in Part 104 - Administration of Vocational Education.

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[14] United States Department of Health, Education, and Welfare, Part 104 - Administration of Vocational Education: Federal Allotments to States, (Washington: Office of Education, reprinted from Federal Register, August 28, 1964), p. 12353.

D. Concept: Supplementary Instruction.

Investigator's Comment: Now that the adult level of instruction has added preparatory instruction for unemployed adults or out-of-school youth and for employed individuals who wish to change to a distributive occupation it is necessary to distinguish between the preparatory instruction and the instruction for those already employed in a distributive occupation. The word "supplementary" carries the connotation of "adding to" the vocational competencies of individuals employed in distributive occupations. The reason supplementary instruction is usually provided on a part-time basis is that if the adult is employed full-time he can rarely enroll in a full-time program of instruction.

E. Concept: Participating Experiences versus Project.

Investigator's Comment: A participating experience can be as simple an assignment as "observe three store windows and indicate the line and design in each display"; whereas a project is more complex.

II. Regarding Aims and Objectives:

There were no concerns expressed regarding the statements on aims and objectives. There was a very high degree of agreement on each of the ten statements. In comparing these objectives with the objectives listed in the 1939 Dunwoody Conference Report and those listed in the 1949 A.V.A. Convention Report,[15] it is important to note that despite the fact that procedures, techniques, and policies change to reflect changing conditions, the aims and objectives tend to remain constant.

III. Regarding Guidance:

A. Concept: Career Objective - Goal - Interest: The concern appears to be the degree of commitment to a career goal.

Investigator's Comment: An underlying principle of all vocational instruction is that the instruction is related to the student's vocational objective. Since the selection of a career objective and work adjustment are problems of attitude, the ascending scale used to define educational objectives in the affective domain suggests a way of expressing the emotional stages an individual goes through in arriving at an ultimate goal. The four major stages in the affective domain are (1) awareness; (2) responding; (3) valuing; (4) commitment. Most of the distributive education high school students are at various levels of the first stage during the initial instruction in the distributive education program. As each individual gains more knowledge and experience he usually moves nearer his goal. It is for this reason that the term "vocational interest" (a high degree of awareness) has been substituted for the term, "vocational objective" in several of the statements. This suggestion came from several respondents and when incorporated into statements that were resubmitted received a high degree of agreement.

B. Concept: Terminal.

Investigator's Comment: The statement concerning the student's terminating his formal education was included in the "beliefs" to counteract the statement many counselors make to students: "If you take D.E. you cannot go to college."

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[15] See Appendix F for list of objectives in this report.

C. Concept: Guidance services to adults needing training or retraining for occupations in distribution and marketing.

Investigator's Comment: Since respondents were directed to react to the Basic Beliefs concerning the distributive education program as it ought to be, their comments which indicated disagreement only on a basis of "lack of time," etc., were not accepted as valid reservations.

IV. Regarding Coordination:

A. Concept: Amount of time high school students spend at school and at work.

Investigator's Comment: There are a number of factors which affect the amount of time scheduled for an individual student for his school and on-the-job activities. A "normal work week" must be defined for each individual student in order to accomodate the many variables among the groups of cooperative students. Since one of the major responsibilities of the distributive education teacher-coordinator is to maintain an effective and harmonious relationship between the school and the cooperating business establishment the problem of adjusting each student's schedule to his individual needs is of paramount importance.

B. Concept: Preparation of Training Sponsors.

Investigator's Comment: The preparation of training sponsors for their responsibilities regarding the training and supervision of distributive education students can be handled in a variety of ways. Individual instruction through coordination visits is the most common way, but group meetings for training sponsors to consider philosophical questions, such as the evaluation of the student's progress, have been found to be very effective.

C. Concept: Time for Coordination.

Investigator's Comment: Since many high school distributive education students have work experiences during, if not throughout, the summer months it is essential that the distributive education teacher-coordinator be employed a sufficient amount of time-- both before and after the regular school year--to effectively carry out his responsibilities.

V. Regarding Curriculum:

Concept: Predominance of judgment, human relations and communications skills.

Investigator's Comment: Judgment and decision-making skills are required in distributive occupations at every level of endeavor. The degree of skill required depends on the particular situation. For example, a beginning salesperson decides which merchandise to show a customer (price, color, style, etc.); judges when to attempt to close the sale. The decision become more complex as the salesperson attempts to overcome objections and to make suggestions. Although judgment and decision-making skills are quite evident at the management level, they are by no means limited to that level, as some of the comments of respondents suggested.

VI. Regarding Administration:

There were no concerns expressed regarding this category of beliefs which are not reflected in the revision of the statements in Table 9.

VII. Regarding Teacher-Education.

A. Concept: Increasing occupational knowledge through participation in adult distributive education activities.

Investigator's Comment: If the distributive education program is as it ought to be, instructional programs for adults would be available. Since the objective of the adult program for adults employed in distributive occupations ("supplementary instruction") is to up-date, refresh, and up-grade competencies needed in distributive employment, participation in adult activities usually increases the occupational knowledge of the teacher-coordinator. In responding to the statement of belief concerning this concept, the kind and amount of participation was not a consideration.

B. Concept: Refreshing practical experience of teacher-coordinators through additional distributive employment.

Investigator's Comment: Since through coordination visits teacher-coordinators have the opportunity to observe changing practices and procedures in distributive occupations and in distributive businesses, it is not necessarily essential that they return to distributive employment periodically. As a learning experience, however, purposeful employment, even for a limited time, sometimes equals or exceeds learning experiences provided in recognized professional and/or technical courses. A distributive teacher-education program should provide the opportunity for distributive education teacher-coordinators who feel the need for this learning experience.

APPENDIX H

TABLE 95

RELATIVE IMPORTANCE* WHICH THE MEMBERS OF REACTOR GROUP II PLACED ON CRITICAL TASKS CONCERNED WITH TEACHING

Critical Tasks	Coordinators		Teacher Educators		Supervisors	
	Rank	Mean	Rank	Mean	Rank	Mean
Recognizes individual differences of students.	1	4.98	10.5	4.75	3	5.00
Relates classroom instruction to on-the-job situations or experiences.	2.5	4.94	2	5.00	3	5.00
Makes periodic coordination visits to businesses employing students enrolled for the purpose of gathering illustrative material.	2.5	4.94	2	5.00	3	5.00
Uses a variety of teaching techniques in classroom instruction for interest and effectiveness.	4	4.92	6.5	4.88	3	5.00
Makes clear, definite purposeful assignments to D.E. students.	5	4.90	6.5	4.88	9	4.75
Plans and develops teaching plans-with assignments, tests and examinations-tailored to individual and group needs, for D.E. classes sufficiently in advance to maximize teaching effectiveness.	6.5	4.88	6.5	4.88	9	4.75
Strives to help each student understand the content of lessons taught.	6.5	4.88	14.5	4.63	3	5.00
Participates in the preparation, development, evaluation and revision of course outlines and subject materials for the high school D.E. classes.	8.5	4.83	14.5	4.63	13	4.63
Brings qualified managers, supervisors and other outside speakers into the classroom for demonstrations, observations and talks on special class topics.	8.5	4.83	29.5	4.38	16.5	4.50
Selects and procures reference texts and other instructional material for preparing lesson plans and for students' use.	10.5	4.81	14.5	4.63	9	4.75

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*Degree of importance on a 5-point scale: 5 - "most important"; 1 - "least important."

TABLE 95 (continued)

TEACHING	Coordinators		Teacher Educators		Supervisors	
Critical Tasks	Rank	Mean	Rank	Mean	Rank	Mean
Provides instruction and experience that will measure the students' attitudes, initiative, ability and insight.	10.5	4.81	2	5.00	16.5	4.50
Develops in each student safe work habits, pride in his job, pride in himself and a desire for advancement through additional skills and knowledge.	12	4.79	22	4.50	21	4.38
Prepares each student for initial employment and/or advancement as quickly as student's development allows.	13	4.77	14.5	4.63	21	4.38
Has students give sales talks and demonstrations in class and has students suggest methods of improvement.	14	4.75	6.5	4.88	9	4.75
Stimulates creative thinking through group and individual planning of projects and other activities.	15.5	4.73	22	4.50	30.5	4.13
Up-dates teaching material and information through reading of current trade journals and other periodicals.	15.5	4.73	14.5	4.63	21	4.38
Provides students a number of participation experiences to develop the competencies needed to enter and advance in their chosen distributive occupations.	18	4.71	6.5	4.88	6	4.88
Establishes and maintains in the classroom an atmosphere wherein cooperative planning and working may take place.	18	4.71	29.5	4.38	35	4.00
When necessary, provides individual instruction for students.	18	4.71	35.5	4.13	25.5	4.25
Conscientiously evaluates work done by students.	20	4.69	22	4.50	13	4.63
Sets up, develops and maintains effective resource files.	21	4.65	10.5	4.75	13	4.63
Maintains a library of periodicals in the field of distribution for pupil use.	22	4.63	22	4.50	30.5	4.13
Keeps adequate records for each individual student as evidence of competencies achieved either through projects completed or through occupational experiences.	23.5	4.56	29.5	4.38	21	4.38

TABLE 95 (continued)

TEACHING Critical Tasks	Coordinators		Teacher Educators		Supervisors	
	Rank	Mean	Rank	Mean	Rank	Mean
Provides instruction to develop competency in one or more of the marketing functions to persons enrolled in distributive education classes.	23.5	4.56	6.5	4.88	9	4.75
Prepares daily lesson plans including objectives, content, methods and assignment.	25.5	4.52	22	4.50	16.5	4.50
Guides students in selection of appropriate individual projects related to the fields of marketing, merchandising and management.	25.5	4.52	22	4.50	25.5	4.25
Uses DECA contests and activities as a teaching tool in developing competencies and in stimulating interest and developing a competitive attitude.	27	4.50	29.5	4.38	25.5	4.25
Decides upon and arranges for interesting and instructive field trips when this experience will best achieve a particular objective.	28.5	4.44	22	4.50	21	4.38
Develops the problem-solving skill through the use of applicable cases.	28.5	4.44	35.5	4.13	30.5	4.13
Adjusts, when possible, outside assignments to the advantage of the student with regard to his schedule and proper use of library and other school services.	30.5	4.42	42.5	3.75	25.5	4.25
Follows established school grading and record-keeping systems.	30.5	4.42	14.5	4.63	35	4.00
Cooperates with other vocational teachers, instructing in programs where both D.E. and other vocational services are involved.	32	4.40	29.5	4.38	30.5	4.13
Encourages role playing in the classroom for practice in applying information learned.	33	4.35	35.5	4.13	39.5	3.63
Encourages students to contribute materials, information and teaching aids from their contact with these items in their training stations.	34	4.33	29.5	4.38	16.5	4.50
Provides students with suggested list of possible projects related to various career goals in distribution.	35	4.27	48	3.00	39.5	3.63

TABLE 95 (continued)

TEACHING Critical Tasks	Coordinators		Teacher Educators		Supervisors	
	Rank	Mean	Rank	Mean	Rank	Mean
Provides an opportunity for students to conduct research on market functions and/or products.	36.5	4.25	39.5	3.88	42.5	3.50
Helps students locate materials, literature and information needed to successfully complete a project.	36.5	4.25	42.5	3.75	30.5	4.13
Encourages students to arrange with local merchants to borrow merchandise for use in display and selling demonstrations.	39	4.15	46	3.38	39.5	3.63
Prepares or secures audio and visual materials and devices needed for effective instruction.	39	4.15	35.5	4.13	39.5	3.63
Prepares an individual training plan for each student.	39	4.15	33	4.25	30.5	4.13
Personally instructs adult classes when qualified to do so or secures and supervises adult instructors for the program.	41	4.08	22	4.50	35	4.00
Evaluates the effectiveness of students' training and prepares periodic progress reports to be sent to parents of trainees.	42	4.06	22	4.50	37	3.88
Enlists the aid of special teachers to help students with individual problems. (Remedial reading, English, School Social Worker)	43	3.77	39.5	3.88	42.5	3.50
Assumes responsibility for securing training materials for adult classes.	44	3.65	45	3.50	46.5	3.00
Uses the D.E. student-of-the-year contest as a "Standard or Excellence" by which each student's leadership development can be measured.	45	3.40	47	3.13	48	2.50
Provides information concerning training films, books, trade journal articles of a specific nature and other training aids to interested employers.	46.5	3.29	44	3.63	46.5	3.00
Organizes and teaches short-term training courses for employment during the Christmas season, spring and summer.	46.5	3.29	39.5	3.88	44	3.25
Organizes and conducts pre-employment classes for graduating students.	48	3.08	39.5	3.88	45	3.13

TABLE 96

RELATIVE IMPORTANCE* WHICH THE MEMBERS OF REACTOR GROUP II PLACED ON CRITICAL TASKS CONCERNED WITH GUIDANCE

Critical Tasks	Coordinators		Teacher Educators		Supervisors	
	Rank	Mean	Rank	Mean	Rank	Mean
Helps students with problems connected with their jobs.	1	4.96	2.5	4.88	1	5.00
Works cooperatively with guidance conselors and other guidance personnel.	3	4.90	2.5	4.88	3	4.88
Keeps in close contact with the outcome of all student job interviews.	3	4.90	7	4.75	5	4.75
Attempts to fit the right student to the right job situation.	3	4.90	7	4.75	8.5	4.50
Develops an overall guidance plan for recruiting, selecting, counseling and placing of students that will provide for growth and adjustment of individuals in relation to employment opportunities in distribution and marketing.	5	4.85	7	4.75	3	4.88
Arranges and conducts interviews with prospective students to assure the inclusion of those students who can and sincerely wish to profit from instruction.	6	4.81	2.5	4.88	3	4.88
Familiarizes the student body with the Distributive Education Program.	7	4.79	2.5	4.88	14.5	4.25
Familiarizes the parents of interested students with the Distributive Education Program.	8.5	4.73	7	4.75	19.5	4.00
Secures facts from permanent records and other reliable sources to use for counseling interviews with students.	8.5	4.73	7	4.75	8.5	4.50
Stimulates student's interest in distributive and marketing occupations, helping him develop and determine his occupational objectives.	10	4.71	13.5	4.38	19.5	4.00
Helps set up job interviews for students with training agencies.	11.5	4.69	10.5	4.63	6	4.63

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*Degree of importance on a 5-point scale: 5 - "most important"; 1 - "least important."

TABLE 96 (continued)

GUIDANCE	Coordinators		Teacher Educators		Supervisors	
Critical Tasks	Rank	Mean	Rank	Mean	Rank	Mean
Advises students of possible career goals and job progressions in distribution.	11.5	4.69	19	4.13	12	4.38
Keeps students aware of opportunities and careers available to them in marketing and distribution.	13	4.65	16.5	4.25	16.5	4.13
Advises students of qualifications necessary for success in different selling or distributive occupations.	14.5	4.63	10.5	4.63	12	4.38
Counsels students periodically concerning progress toward their occupational objectives.	14.5	4.63	16.5	4.25	8.5	4.50
Helps students with problems connected with furthering their training and education beyond high school level.	16	4.60	21	3.88	23	3.50
Strives to show students the need for continuing their education.	17	4.58	16.5	4.25	12	4.38
Assesses the interest and ability of students to assure the inclusion of those students who can and sincerely wish to profit from instruction.	18	4.56	12	4.50	14.5	4.25
Identifies post high school training available and appropriate for further education.	19	4.48	16.5	4.25	16.5	4.13
Conducts follow-up study of each D.E. student at periodic intervals to determine his progress toward his career goal.	20	4.40	13.5	4.38	8.5	4.50
As much as possible, helps students with problems in other related activities or refers them to appropriate agencies.	21.5	4.33	22.5	3.38	19.5	4.00
Informs students of institutions offering training in distribution.	21.5	4.33	20	4.00	22	3.75
Emphasizes the importance of academic courses in addition to the students' technical courses for better personality development.	23	4.25	22.5	3.38	19.5	4.00
Consults with faculty members regarding students' readiness for occupational experience.	24	4.06	24	3.00	24	3.25
Counsels adults needing training or retraining in distribution and marketing.	25	3.42	25	2.75	25	2.88

TABLE 97

RELATIVE IMPORTANCE* WHICH THE MEMBERS OF REACTOR GROUP II PLACED ON CRITICAL TASKS CONCERNED WITH COORDINATION

Critical Tasks	Coordinators		Teacher Educators		Supervisors	
	Rank	Mean	Rank	Mean	Rank	Mean
Emphasizes that the D.E. program is an educational program, not a work program.	1	4.94	1.5	5.00	3.5	4.88
Considers the needs of the employer and his customers as well as the student in recommending students for employment.	2.5	4.92	13.5	4.50	19.5	4.25
Helps students understand the relationship of classwork to on-the-job training.	2.5	4.92	1.5	5.00	1.5	5.00
Makes coordination visits regularly to training station supervisors.	4.5	4.90	4.5	4.88	3.5	4.88
Confers with students about progress reports and attempts to solve any problems that may be evident.	4.5	4.90	4.5	4.88	9.5	4.63
Commends training sponsor periodically for his efforts in aiding student with training.	6	4.83	9.5	4.63	19.5	4.25
Selects training agencies which have been checked by the coordinator for reliability.	7.5	4.79	17	4.38	9.5	4.63
Determines with the training sponsor where the students need special training.	7.5	4.79	9.5	4.63	24.5	4.13
Selects training agencies which have been checked by the coordinator for suitability.	9.5	4.77	9.5	4.63	16	4.38
Endeavors to discover strengths of every student on the job and in the classroom.	9.5	4.77	9.5	4.63	9.5	4.63
Selects training agencies which offer opportunities for students to develop and advance toward a career objective.	11.5	4.75	4.5	4.88	13	4.50
Endeavors to discover the weaknesses of every student on the job and in the classroom.	11.5	4.75	24	4.13	13	4.50

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*Degree of importance on a 5-point scale; 5 - "most important"; 1 - "least important."

TABLE 97 (continued)

COORDINATION	Coordinators		Teacher Educators		Supervisors	
Critical Tasks	Rank	Mean	Rank	Mean	Rank	Mean
Instills in the sponsor the awareness of the opportunity to share in the education of today's young people.	13.5	4.73	24	4.13	6	4.75
Determines training sponsor's attitude toward training students enrolled in the D.E. program.	13.5	4.73	24	4.13	6	4.75
Makes regular coordination visits to training stations to observe students.	15	4.69	9.5	4.63	1.5	5.00
Advises students regarding social security card.	16.5	4.67	17	4.38	13	4.50
Encourages students to secure training materials and product information from training stations whenever possible.	16.5	4.67	17	4.38	16	4.38
Advises students regarding work permits.	18.5	4.65	29.5	3.88	24.5	4.13
Plans cooperatively with each student his learning activities combining on-the-job training with related classroom instruction.	18.5	4.65	4.5	4.88	24.5	4.13
Sees that all students in the cooperative program are employed as soon as they evidence readiness.	21	4.58	20.5	4.25	6	4.75
Formulates policy with the principal regarding standards to be maintained for students in the cooperative program.	21	4.58	17	4.38	30.5	3.88
Notes trends in various phases of business operation through observation.	21	4.58	29.5	3.88	30.5	3.88
Notes trends in various phases of business operation through conferences with businessmen.	23	4.52	27.5	4.00	24.5	4.13
Plans with student and employer a list of work activities that will contribute to the student's occupational interest.	24	4.48	9.5	4.63	30.5	3.88
After conferences with the student, his employer and his parents, reassigns the student to a different training station if circumstances indicate justification of job change.	25	4.42	24	4.13	24.5	4.13
Collects weekly production report from each cooperative student.	27	4.33	35.5	3.38	39	2.50

TABLE 97 (continued)

COORDINATION Critical Tasks	Coordinators		Teacher Educators		Supervisors	
	Rank	Mean	Rank	Mean	Rank	Mean
Provides supervised occupational experiences to students in the non-cooperative plan when the students are ready for such experiences and when appropriate experiences are available.	27	4.33	17	4.38	19.5	4.25
Schedules projects and/or participating experiences for students where additional training is needed and is not provided by the cooperative plan.	27	4.33	13.5	4.50	16	4.38
Learns individual management and training policies of each training agency along with organizational structure and other employee policies.	29.5	4.29	33	3.63	34	3.63
Encourages training sponsors to give individual attention to full-time employment of student learners after graduation from high school.	29.5	4.29	38	3.25	35	3.25
Confers with employer about minimum hours and pay scale for employee.	31.5	4.21	33	3.63	19.5	4.25
Investigates tardiness and absence cases.	31.5	4.21	35.5	3.38	36.5	3.13
Serves as a consultant and a source of information to local retail merchants.	33.5	4.13	38	3.25	36.5	3.13
Assists in securing part-time employment experiences for students in the non-cooperative program when the student is ready for such experiences.	33.5	4.13	27.5	4.00	28	4.00
Works with training sponsor in adjusting working schedule for student if necessary to provide better training.	35	4.06	31	3.75	24.5	4.13
Helps employer assign qualified personnel to be directly responsible for student's training on the job.	36	4.04	24	4.13	9.5	4.63
Keeps an accurate record of all visits.	37	3.96	33	3.63	33	3.75
Arranges special career-related projects for cooperative students who are temporarily unemployed at a regular training station.	38	3.85	20.5	4.25	30.5	3.88
Advises and informs store sponsors of new labor laws.	39	3.33	38	3.25	38	2.63

TABLE 98

RELATIVE IMPORTANCE* WHICH THE MEMBERS OF REACTOR GROUP II PLACED ON CRITICAL TASKS CONCERNED WITH PUBLIC RELATIONS

Critical Tasks	Coordinators		Teacher Educators		Supervisors	
	Rank	Mean	Rank	Mean	Rank	Mean
Sets an example of personal work habits and character which student workers will be proud to follow.	1	4.96	1	5.00	2.5	4.75
Sets an example of ethical standards in business and professional relationships.	2	4.94	2.5	4.88	1	5.00
Sees that businessmen, lay people and fellow teachers and administrators are acquainted with distributive education.	3	4.92	2.5	4.88	2.5	4.75
Maintains a close working relationship with local school administrators.	4	4.83	5	4.75	19.5	3.75
Joins and participates in meetings and activities that will improve personal professional development.	5.5	4.81	14.5	4.25	11	4.13
Keeps informed of development of distributive education on the state level.	5.5	4.81	8	4.63	6	4.38
Maintains a close working relationship with faculty members.	7	4.71	5	4.75	11	4.13
Keeps informed on the development of distributive education on the national level.	8.5	4.69	14.5	4.25	19.5	3.75
Supports the efforts of the American Vocational Association.	8.5	4.69	8	4.63	4	4.63
Keeps informed on technical advances and new methods in marketing and distribution by reading professional publications.	10.5	4.60	5	4.75	11	4.13
Supervises or prepares news articles for delivery to local news media.	10.5	4.60	10.5	4.38	14	4.00
Serves actively on faculty and local education committee.	12.5	4.56	14.5	4.25	7.5	4.25

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*Degree of importance on a 5-point scale: 5 - "most important"; 1 - "least important."

TABLE 98 (continued)

PUBLIC RELATIONS	Coordinators		Teacher Educators		Supervisors	
Critical Tasks	Rank	Mean	Rank	Mean	Rank	Mean
Maintains a close working relationship with other vocational departments to make work plans and solve common problems.	12.5	4.56	10.5	4.38	7.5	4.25
Keeps the local superintendent informed about progress of the program.	14.5	4.52	25	3.75	22	3.63
Supports efforts of other professional organizations related to distributive education.	14.5	4.52	14.5	4.25	5	4.50
Maintains active membership in state education association.	16	4.50	19	4.00	24	3.50
Maintains active membership in local education association.	17	4.48	22.5	3.88	22	3.63
Participates in the local merchants' association and the chamber of commerce.	18	4.46	14.5	4.25	11	4.13
Enrolls in extension or summer school classes for professional development as need arises.	19	4.44	8	4.63	16.5	3.88
Participates in local community functions as a community leader.	20	4.35	14.5	4.25	16.5	3.88
Keeps the school principal informed about progress of the program.	21	4.33	19	4.00	11	4.13
Serves on Guidance Committee for local school.	22.5	4.31	22.5	3.88	26	3.25
Maintains active membership in National Education Association.	22.5	4.31	22.5	3.88	27.5	3.13
Takes part in extra-curricular activities and other school duties as time permits.	24	4.23	19	4.00	16.5	3.88
Attends trade meetings, exhibits, demonstrations and conferences.	25	4.19	22.5	3.88	22	3.63
Helps with school administrative duties especially when emergencies arise.	26	4.13	27.5	3.38	16.5	3.88
Supervises and assists students in preparing bulletin boards and exhibits for classroom, fairs, etc.	27	4.06	26	3.50	25	3.38

TABLE 98 (continued)

PUBLIC RELATIONS Critical Tasks	Coordinators		Teacher Educators		Supervisors	
	Rank	Mean	Rank	Mean	Rank	Mean
Prepares news articles for trade and professional media.	28	3.98	27.5	3.38	27.5	3.13
Visits other schools and observes their vocational programs.	29	3.88	29	2.88	29	2.63

TABLE 99

RELATIVE IMPORTANCE* WHICH THE MEMBERS OF REACTOR GROUP II PLACED ON CRITICAL TASKS CONCERNED WITH OPERATION AND ADMINISTRATION

Critical Tasks	Coordinators		Teacher Educators		Supervisors	
	Rank	Mean	Rank	Mean	Rank	Mean
Makes plans and preparation for participation in District and State Leadership Conferences.	1	4.83	7.5	4.50	3	4.63
Presents requisition for additional physical equipment and supplies to responsible persons and uses the new equipment to advantage.	2	4.75	3.5	4.63	15	4.00
Insures that the Advisory Committee understands the purpose and objectives of the D.E. program.	3	4.71	7.5	4.50	1.5	4.75
Works with school librarian in requisitioning textbooks, reference books and teaching supplies pertaining to marketing and distribution.	4	4.69	13	4.38	15	4.00
Reports to the Advisory Committee on the problems of the D.E. program.	5	4.63	7.5	4.50	11	4.13
Maintains supervision of all club money and fund-raising activities.	6	4.60	22	4.13	1.5	4.75
Prepares necessary school reports in performance of in-school duties and a summary report of D.E. activities at the end of the school year and sends to responsible persons.	7	4.58	7.5	4.50	5	4.50
Sets an objective or goal at the beginning of each year for club, high school and adult work.	8	4.56	1.5	4.88	19.5	3.88
Conducts placement surveys to locate and develop training stations and to determine the number of new employees needed each year.	9.5	4.48	7.5	4.50	11	4.13
Makes necessary arrangements for providing transportation for students attending District and State Leadership Conferences.	9.5	4.48	13	4.38	11	4.13

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*Degree of importance on a 5-point scale: 5 - "most important"; 1 - "least important."

TABLE 99 (continued)

OPERATION AND ADMINISTRATION	Coordinators		Teacher Educators		Supervisors	
Critical Tasks	Rank	Mean	Rank	Mean	Rank	Mean
When timely, submits plans to the principal and superintendent for expanding one-year program into two- and three-year programs.	11.5	4.44	13	4.38	25	3.63
Provides training facilities for high school and adult classes by going through proper administrative channels.	11.5	4.44	3.5	4.63	5	4.50
Works with the chairman of the Advisory Committee in preparing plans and agenda for Committee meetings.	13.5	4.38	13	4.38	8.5	4.25
When requested, works in selecting and providing adequate teaching experiences and supervision for student teachers.	13.5	4.38	18	4.25	23	3.75
Takes care of departmental budgeting of the D.E. program each year, including such expenses as the acquisition of guest speakers and special guests and teaching supplies. Also, records accurately the amount of the funds to be reimbursed.	15	4.35	7.5	4.50	19.5	3.88
Secures the approval of the superintendent for the appointment of a D.E. Advisory Committee composed of representatives of a cross-section of distributive businesses in the community.	16.5	4.25	1.5	4.88	5	4.50
Publicizes and promotes D.E. adult classes as a part of the school's total program.	16.5	4.25	18	4.25	19.5	3.88
Conducts community surveys to determine the needs and resources for adult training and high school training.	18.5	4.19	13	4.38	15	4.00
In order to maintain interest and participation in the Advisory Committee, has needed meetings scheduled to keep members of the Advisory Committee engaged in working on various aspects of the D.E. program.	18.5	4.19	24	4.00	8.5	4.25
Prepares and maintains all necessary records, reports and forms for the successful operation of the adult program.	20	4.13	18	4.25	27	3.50
Sends out notices to and/or calls members to remind them of the meeting of the Advisory Committee.	21	4.10	29	3.63	15	4.00

TABLE 99 (continued)

OPERATION AND ADMINISTRATION Critical Tasks	Coordinators Rank	Coordinators Mean	Teacher Educators Rank	Teacher Educators Mean	Supervisors Rank	Supervisors Mean
Plans and arranges instruction for adults wishing to refresh, update or upgrade competencies needed in their distributive employment.	22	4.08	26	3.88	23	3.75
Establishes a term of membership and a system of replacing and rotating members of the Advisory Committee.	23	4.04	22	4.13	15	4.00
Conducts a survey in the high school to determine the need for part-time employment classes.	24.5	3.98	22	4.13	31	3.13
Supervises the preparation of the adult report at the conclusion of each adult class.	24.5	3.98	26	3.88	7	4.38
Provides and maintains proper training facilities for adult classes.	26	3.92	18	4.25	27	3.50
Prepares and compiles information for recording periodic report of high school D.E. enrollees and sends to responsible persons.	27.5	3.83	18	4.25	19.5	3.88
Cooperates with merchants in determining through research and/or reading new or improved techniques in distribution and marketing.	27.5	3.83	29	3.63	29	3.25
Cooperates with merchants in designing and conducting research that could provide basis for improving efficiency in distribution and marketing.	[illegible]	3.79	31.5	3.25	31	3.13
Conducts shopping and service surveys.	30.5	3.73	31.5	3.25	33	3.00
Secures and provides for the training of adult instructors and resource people for special adult classes.	30.5	3.73	26	3.88	23	3.75
Cooperates with local school officials in offering specially designed classes for disadvantaged youth.	32	3.33	29	3.63	27	3.50
At the close of each week prepares weekly planning calendar, entering the tasks to be performed for the following week and summarizing the work actually accomplished during the week.	33	3.23	33	3.13	31	3.13

TABLE 100

RELATIVE IMPORTANCE* WHICH THE MEMBERS OF REACTOR GROUP II PLACED ON CRITICAL TASKS CONCERNED WITH TOTAL SCHOOL PROGRAM

Critical Tasks	Coordinators		Teacher Educators		Supervisors	
	Rank	Mean	Rank	Mean	Rank	Mean
Participates in "parents' night" by meeting parents, presenting his particular program of study - its objectives and purposes.	1	4.71	1	4.63	2	3.75
Attends faculty meetings, departmental meetings and meetings of special committees.	2	4.67	3	4.25	1	4.63
Participates in "career night" by obtaining representatives of business organizations through his business community connections.	3	4.54	2	4.50	3	3.63
Participates in "college night" by being host to college representatives, students and parents.	4	3.71	4.5	3.00	4	3.00
Serves as a homeroom teacher.	5	2.67	4.5	3.00	5	2.63
Sponsors a class, SCA or other student organization.	6	2.35	7	2.50	6.5	2.13
Assists in administering SCAT, STEP and other school-wide tests.	7	2.29	8.5	2.00	8	1.88
Cooperates with the school faculty by serving hall duty.	8	1.94	10	1.50	9.5	1.63
Assists at athletic functions with tickets or concessions.	9.5	1.90	6	2.75	11.5	1.50
Cooperates with the school faculty by serving lunchroom duty.	9.5	1.90	11.5	1.38	9.5	1.63
Assists students and faculty with school talent shows or dramatic productions.	11	1.88	8.5	2.00	6.5	2.13
Cooperates with school faculty be serving bus duty.	12	1.83	11.5	1.38	13	1.38
Cooperates with the school program by supervising a study hall.	13	1.60	13	1.00	11.5	1.50

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*Degree of importance on a 5-point scale: 5 - "most important"; 1 - "least important."

APPENDIX I

TWO-STEP CAREER CONTINUUM
DEPARTMENT STORES

	Entry		First Step		Second Step
1	Salesperson	2	Asst. Buyer	3	Buyer
4	Stockperson			5	Dept. Mgr./Sales Supervisor
6	Credit Interviewer/ Cashier Receptionist Credit-Application Cashier Cashier	7	Asst. Credit Manager Credit Authorizer	8	Credit Manager Credit Dept. Manager
9	Display Helper Sign Printer	10	Display Asst. Display Supervisor	11	Display Manager
12	Receiving Clerk Marker	13	Asst. Manager, Receiving Dept. Checker	14	Receiving Manager Supervisor
1X	Sales	1X	Sales	1X	Professional Sales
				42	Advertising Manager

TWO-STEP CAREER CONTINUUM
VARIETY STORES

	Entry		First Step		Second Step
4	Marker/Stockman	15	Stockroom Supervisor		
1	Salesperson	3	Department Manager	16	Asst. Store Manager
1	Salesperson	17	Service Desk	18	Personnel
1	Salesperson	19	Checkout Cashier	5	Section Manager (Floor Girl)
20	Office Clerk	21	Cashier/Bookkeeper Office Manager Head Cashier		
		1X	Commission Salesperson	22	Store Manager

TWO-STEP CAREER CONTINUUM
SERVICE STATIONS

	Entry		First Step		Second Step
1	Station Attendant	16	Assistant or Shift Manager	22	Station Manager

APPENDIX I

TWO-STEP CAREER CONTINUUM
FOOD STORES

	Entry		First Step		Second Step
4	Grocery Clerk	3	Head Grocery Clerk	16	Assistant Manager
4	Produce Clerk	3	Head Produce Clerk		
19	Checker	21	Head Cashier		
				22	Store Manager

ENTRY, CAREER AND SPECIALIST JOBS
WHOLESALING

	Entry		First Step		Second Step
12	Order Selector (Warehouseman)	13	Receiving/Shipping Supervisor	14	Warehouse Manager
		3	Buyer	24	Head Buyer/ Merchandise Manager
		1Y	Salesman		
				23	Sales Manager
				25	Merchandiser
1Z	Route Salesman				
1Z	Vending Machine Specialist				

ENTRY, CAREER AND SPECIALIST JOBS
HOTELS/MOTELS

	Entry		First Step		Second Step
26	Bellman (porter)	27	Bell Captain	28	Service Superintendent
29	Room Clerk	16	Assistant Manager	22	Manager
19	Cashier	30	Reservation Manager	22	Executive Assistant
		31	Night Auditor (Manager)		
				34	Executive Housekeeper
		32	Chef	33	Catering Manager
		36	Building Superintendent		
		37	Recreation Director		
		3	Purchasing Agent	35	Sales Manager

APPENDIX I

TWO-STEP CAREER CONTINUUM
RESTAURANTS

	Entry		First Step		Second Step
38	Bus boy (girl) (Floor girl, cafeteria)	39	Waiter (Waitress)	40	Head Waiter
39	Counter girl	41	Hostess		
19	Cashier (Checker, cafeteria)	16	Assistant Restaurant Manager	22	Restaurant Manager

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TITLE
A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education

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IDENTIFIERS

ABSTRACT
The problem was to construct a competency pattern for the job of the high school Distributive Education Teacher-Coordinator in order to provide a basis for curriculum construction in distributive teacher education. The competency pattern included (1) a philosophy of distributive education; (2) critical tasks of the D.E. teacher-coordinator; and (3) professional and technical competencies needed to perform the tasks.

The study involved all D.E. state supervisory and teacher education personnel in the United States and its territories; 48 selected D.E. teacher-coordinators; and 400 distributive workers at the entry, supervisory and management levels.

A variation of the Q-methodology was used as well as individual and group interviews.

The D.E. personnel agreed on 96 basic beliefs concerning the philosophy of D.E. There were 179 of 187 job tasks of the teacher-coordinator rated as "critical." A total of 232 professional competencies and 983 technical teaching competencies were identified and evaluated as necessary competencies. Critical tasks of workers in 76 jobs in 7 categories of distributive business and competencies needed to perform these tasks were also determined.

Research was recommended for determining learning experiences to develop the identified professional and technical competencies.

This is the first of four volumes.

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